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ABSTRACT

This resource guide is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners. The four chapters of the guide for teaching reading skills are as follows: (1) Teaching Learning Strategies (e.g., rationale, kinds, guidelines, and specific strategies such as directed attention, self-monitoring, repetition, note-taking, and translation); (2) Learning to Comprehend Text (e.g., explanation of reading comprehension); (3) The Building Blocks of a Proficiency-Based Reading Program (e.g., authentic texts, levels of difficulty, reading tasks); and (4) Learning Strategy Instruction for Reading in the L2: Lesson Plans and Possible Scripts (e.g., inferencing using cognates, using background knowledge, reviewing, scanning, and predicting). Twelve appendices making up three-quarters of the document are included that provide a variety of reading and practice worksheets in French and Spanish. Contains 25 references. (LB)

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Learning Strategy Instruction in the Foreign Language Classroom: Reading

by

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July 1990

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in the Foreign Language Classroom:

Reading

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PREFACE

Foreign language teachers are very much aware of the educational and societal importance of foreign language proficiency for students in American schools. We are as delighted when our students are successful in developing proficiency and continuing their foreign language study to an advanced level as we are disappointed and frustrated by students who seem to have little aptitude for foreign languages and who never progress beyond the most elementary level of language study.

This resource guide, developed as part of a research project funded by the United States Department of Education's International Research and Studies Program, is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners.

Our research with high school and college students of French, Russian, and Spanish has led us to a new understanding of the somewhat elusive notion of "aptitude" as it pertains to foreign language learning. What distinguished effective from ineffective language learners in the students we studied was that effective students had a range of learning strategies which they used often and which they tailored to the demands of the language task. Ineffective students, on the other hand, used strategies in very limited and often inappropriate ways. Looking at students' abilities in terms of strategies rather than in terms of aptitude has profound implications for instruction.

Strategies can be taught and learned, whereas aptitude is generally thought to be innate and unchangeable. The complete resource guide provides guidelines and sample

lesson plans for teaching learning strategies for different language skills. The writing materials were developed with second year high school French students, the listening comprehension materials with fourth year high school Spanish students, and the reading comprehension materials with first year (intensive) Russian college students. These materials were then field tested by high school teachers with different combinations of languages and levels of study, as follows: reading materials field tested with third year French students and first year Russian students; listening materials with first year French students; and writing materials with fourth year Spanish students. The results of the field test guided the revision of the resource guides for listening, reading, and writing, and also contributed to the devlopment of the resource guide for speaking.

Finally, the research team and participating foreign language instructors developed guidelines and sample lessons for teaching four essential strategies across language skills. The lessons are designed so that they can be used with other languages and at other levels than those for which they were originally developed. Sample beginning and intermediate level student worksheets in French, Spanish, and Russian are provided with the lesson plans.

Background

Our understanding of the learning and teaching of native and foreign language skills has undergone a fundamental change in the last 20 years. Instead of repetitive drilling to instill automatic responses, we now stress meaningful communication. We understand that language is learned best when used to understand ideas and functions that are meaningful to students.

This basic understanding characterizes current approaches to foreign language instruction and is the focus of current research in second language acquisition. For example, communicative approaches provide students with opportunities to actually use the foreign language for a variety of functions. The functional/notional syllabus differs from the traditional grammatical syllabus because it describes domains of knowledge and the type of language needed in different social contexts, rather than the sequence of grammatical structures to be practiced (Munby, 1978). A number of current approaches, such as Total Physical Response and the Natural Approach, emphasize the importance of developing listening comprehension as the first language skill (Asher, 1981; Krashen, 1982; Terrell, 1982). In these approaches students begin by focusing on the development of a receptive database of the new language that can then be drawn upon for developing productive skills. The proficiency-oriented classroom organizes instruction around performance criteria that specify goals for different levels of language achievement (ACTFL, 1986). These goals include descriptions of language function, context of topics, and level of accuracy expected at different stages of the language learning process (Omaggio, 1986). The proficiency guidelines describe meaningful use of the language in all skill areas, from interactive practice to the use of authentic texts for receptive skills. Our understanding of the reading process has been enhanced by schema theory, in which reading - whether in a first or second language - is seen now as an interactive process between the reader's prior knowledge and experiences, or conceptual schemas, and the text (Byrnes, 1984). Similarly, our understanding of the writing process has shifted from a concern only with the product to an awareness of the

stages of the writing process and the importance of tapping into the writer's prior knowledge (Carrell & Eisterhold, 1983; Raimes, 1983).

What all of these approaches to language instruction have in common is a recognition that cognition is as fundamental in language learning as it is in other kinds of learning. A cognitive approach to foreign language learning is predicated upon the assumption that language learners should be mentally active, purposeful, strategic, and conscious of their own learning processes.

The purpose of learning strategy instruction is to help students become aware of the power of their own metacognition and to teach them metacognitive, cognitive, and socioaffective strategies to help them become better language learners. This resource guide provides practical suggestions and sample materials for integrating learning strategy instruction into any foreign language course.

Organization of the Resource Guides

The four teacher resource guides for learning strategy instruction are titled as follows:

1. Learning Strategy Instruction in the Foreign Language Classroom: Speaking
2. Learning Strategy Instruction in the Foreign Language Classroom: Listening
3. Learning Strategy Instruction in the Foreign Language Classroom: Reading
4. Learning Strategy Instruction in the Foreign Language Classroom: Writing

Each resource guide begins with this Preface and also includes the next chapter, Teaching Learning Strategies. The second chapter in each of the resource guides focusing on a particular language skill consists of an overview of our approach to understanding and teaching the language skill and general guidelines for strategy instruction. Subsequent chapters contain tips, lesson plans, suggested procedures, and sample student worksheets for learning strategy instruction in the foreign language classroom. The final chapter of the guides presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks, they should assist teachers in integrating strategy instruction into the materials they are currently using. This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

CHAPTER ONE.

TEACHING LEARNING STRATEGIES

Why Teach or Use Learning Strategies?

Learning strategies are the purposeful actions and thoughts that we engage in when we want to understand, store, and remember new information and skills. The defining characteristic of good learners and expert performers in any field is the ability to select approriate strategies and deploy them efficiently. This is as true in the foreign language class as in any other class.

We have all noticed the difference between the student who actively associates the new vocabulary or language functions of a lesson with what has been learned earlier, and the student who handles the material in each new lesson as though it were totally unrelated to anything that has gone before. From a learning strategies perspective, we would say that the first student is actively using his or her prior knowledge by elaborating or associating the new information to it. Another familiar example of the strategic versus the non-strategic foreign language student can be found in the receptive skills area. A student who is reading or listening actively is constantly monitoring his or her comprehension (Does this make sense?) and guessing at the meanings of unknown words by using context clues. This student is using the learning strategies of self-monitoring for comprehension and making inferences. The non-strategic student, on the other hand, is a passive reader or listener, and tends to give up and stop attending whenever a new word or expression is encountered.

Effective students use a wider range of kinds of strategies than ineffective students, and they are also more adept at selecting the best strategy for a particular task.

Learning strategies are important tools in teaching a foreign language because:

- Students who are mentally active while learning understand and remember the material better;
- Proficient strategy users learn faster;
- Students who use learning strategies are more motivated because they have control over their own learning;
- Strategies used in one language learning context can be applied in many other language learning contexts;
- Effective strategies can be taught to non-strategic students, and even strategic students can learn new strategies.

What Kinds of Learning Strategies Are There?

Learning strategies can be classified in various complex ways, but we have found a simple classification to be the most useful (Chamot & Küpper, 1989; O'Malley & Chamot, 1990). The three types of learning strategies in this classification are the following:

Metacognitive Strategies. Metacognition means thinking about our own thinking and learning processes. When we take time to plan how we'll go about a task, we are using a variety of metacognitive strategies. Similarly, when we surface from task engagement from time to time to check on our progress, we are also engaged in a

metacognitive strategy. And after we have finished a task - whether it's writing a paper or teaching a lesson - we can sit back and thoughtfully evaluate our own performance. This self-evaluation is also a metacognitive strategy. When we use metacognitive strategies we have powerful tools for regulating our own learning and performance.

Cognitive Strategies. These are the strategies we use to accomplish a task. For example, if we want to remember an informative lecture, we might take notes. If we encounter an unfamiliar word while reading, we may look at the surrounding context to make an inference about its meaning. If we cannot immediately remember a word or phrase we want to say or write, we may substitute a synonym or paraphrase. As mentioned above, one cognitive strategy that good learners consistently use is elaboration of prior knowledge. When we can tie in something new to an existing schema or knowledge framework, we understand it better and retain it longer. So cognitive strategies involve working directly with the material we want to learn, often transforming it in some way to make it ours.

Social and Affective Strategies. As the name implies, these are strategies that involve interaction with another person and that influence our affective state. For example, when we work with a team of teachers to develop a curriculum guide, we are using the strategy of cooperation because we know that the interaction of ideas and expertise will result in a better product. Similarly, we ask questions for clarification when we need to understand the requirements of a task or make sure that we have understood what another person has said.

These, then are the three basic types of learning strategies that foreign language teachers can teach to their students. Of course, they are just as useful with other

subjects, too. The next section provides some examples of how real foreign language students have actually used some specific learning strategies.

What Are Some Useful Strategies for Foreign Language Learning?

In our own research with high school second and foreign language students, we found that the following learning strategies characterized good language learners:

Strategies for Language Learning

Strategy	Student's Thoughts
Self-monitoring of comprehension	Am I understanding this? Does this make sense?
Elaboration of Prior Knowledge	What do I already know about this? What does this make me think of?
Elaboration Between Parts	How do the different parts relate to each other?
Inferencing	Logically, what could this mean? Can I make an intelligent guess? What can I predict will come next?
Planning	How can I sequence and organize what I want to say/write?
Substitution	What other words or phrases can I use? How can I say this another way?
Self-evaluation	How well did I learn this?

A complete list of the learning strategies we identified with foreign language students appears at the end of this chapter. The strategies taught by the teachers who developed the strategy lesson plans appearing in Chapters 3, 4, and 5 will be described and defined in those chapters.

Guidelines for Learning Strategy Instruction

This section summarizes what we have discovered about teaching learning strategies and offers suggestions for an instructional sequence to incorporate strategy instruction in any foreign language classroom.

Strategy instruction should be integrated into regular coursework, not taught as a separate class. Students appreciate the value of strategies when they can apply them to a real foreign language task immediately. A few minutes devoted to strategy instruction and/or practice and feedback in each class provides students with the practice they need to begin using the strategies on their own.

Strategies work best on material that is challenging but not totally beyond the student's capability. If the material is too easy, students don't need strategies to understand or produce it. Being required to use strategies when you can be successful without them seems like a waste of time to students. And if the material is too impossibly difficult, the strategies don't work. Materials selected for strategy practice should stretch students, not rehearse what they already know or be totally beyond them.

The nature of the language task should determine what strategies are taught. For example, inferencing is a strategy that is particularly useful for the receptive skills. Planning strategies are extremely helpful for productive skills, especially writing.

Elaboration of one's prior knowledge and self-monitoring of performance are important strategies for all types of language tasks (and for all types of learning in general).

Strategies are procedures or skills, and need considerable practice before they become automatic. Students need explicit reminders to use strategies and to try the strategies they know on new tasks. For this reason, strategy instruction needs to be ongoing throughout the school year.

All levels of language study can benefit from strategy instruction. Beginning level students who learn to use strategies will encounter more success in the foreign language, and will have more motivation to continue their language study. Students who can benefit most from learning strategy instruction at any level are those who are encountering difficulties. Students who have no difficulty in learning a foreign language already have developed effective learning strategies. These students are nevertheless interested in talking about their strategies and understanding why they are helpful to them.

Most learning tasks require several learning strategies for highly successful performance. As you begin to think about your own learning strategies that you use for a given task, the temptation is to teach them all to your students immediately. We strongly advise you to resist the temptation - we have learned through experience that too many strategies all at once merely confuse students and they can't keep them straight. One or two strategies at a time, followed by lots of practice and reminders, is a more effective approach.

Strategies need to be modeled by the teacher so that students can observe how an expert uses strategies. Because many strategies are mental rather than observable,

the teacher needs to model them by thinking aloud. In other words, the teacher describes his or her thought processes while doing the task. We have provided models of our own think-alouds in the lesson plans presented in a later chapter. Thinking aloud takes some preparation, and we suggest some rehearsal prior to doing it for the first time in front of the class. It is also helpful to think aloud as much as possible in the target language as a way of modelling thinking in the L2 (rather than translating from L1 thoughts to L2 speech).

Summary of Strategy Instruction Guidelines

1. Integrate strategy instruction with regular coursework.
2. Select material that is neither too easy nor too difficult, but that represents a stretch.
3. Teach strategies that are most effective with the language skill(s) to be practiced.
4. Start instruction with a discussion of what it's like to read (write, listen, or speak) in one's native language.
5. Teach strategies to beginning level as well as to more advanced students.
6. Don't try to teach too many strategies at the same time. Keep it simple.
7. Model the strategies for students by thinking aloud about your own mental strategies.
8. Make the instruction explicit. Mention the strategies by name. Give the strategies names in the target language.
9. Practice strategies throughout the school year.

Instructional Sequence for Teaching Learning Strategies

Learning strategy instruction should be integrated into the regular foreign language curriculum. During initial instruction in the strategies, five to ten minutes a day can be spent in presenting, modeling, or practicing and discussing the strategies being taught. Later, students will need only brief reminders to use the strategies on class exercises and homework.

Learning strategy instruction can most effectively be divided into phases. These phases lead students through preparation, presentation, practice, evaluation, and application. Each phase is taught on one or more days so that students have time to understand, practice, and apply the strategies. The instructional sequence that we have found effective is the following:

Preparation - The teacher provides orientation to learning strategy instruction and finds out what strategies students are already using. This phase is useful because it gives students a road map of what to expect in strategy instruction, assists the teacher in discovering the specific strategies that students use or don't use, and demonstrates to the students that their prior knowledge about strategies (even if they have not used the term before) is valuable. Comparisons of both strategy use and approaches to different aspects of language in English and in the target language allow students to become more metacognitively aware of themselves as language processors and learners. The preparation phase is generally conducted in English, unless students' proficiency level in the foreign language is adequate for conducting the discussion in the L2.

Presentation - In this phase the teacher first names and describes the strategies to be taught and provides a reason for their use. This needs to be quite direct. For

example, a teacher might say to the class: "Elaboration is a strategy for learning new information. When we elaborate, we use our prior knowledge to help us learn something new. When we make good elaborations, we learn faster and remember longer. That's why we're going to learn how to use elaboration." Next, the teacher models the strategy use. Again, this is quite direct. A teacher might say: "Let me show you what I do when I use elaboration. I'm going to think aloud so you can see how I use this strategy mentally." The teacher proceeds to model elaboration with a real language task, such as reading or writing a paragraph. After the teacher has modelled the strategy by thinking aloud, students are asked to analyze the think-aloud by going through the task and reflecting on how the teacher used the strategy. During this phase, much of the discussion will be in English for students at the beginning level, but the foreign language can also be used in a number of ways. For example, the strategy names can be written on a poster in the L2, and subsequently referred to in that language. Also, when the teacher models thinking aloud, much of the think aloud should be in the target language.

Practice - In this phase the teacher has students practice the new strategy with a variety of materials. Sample worksheets for initial strategy presentation and subsequent practice are provided in this resource guide. This practice can be done individually or in small groups. The focus is on practicing the strategy rather than on getting correct answers. This initial practice should be followed by continuing practice of the strategies with the regular curriculum materials used in the foreign language course.

Evaluation - In this phase students are asked to reflect analytically on their

strategy practice. This debriefing is particularly important for developing students' metacognitive knowledge about their own strategy use. The following types of questions can guide the self-evaluation: How did the strategy work for you (the students)? Was it cumbersome? (Practice will make it easier.) Did it replace another strategy that you are more familiar with? Which strategy - the familar one or the new one - do you think will be most effective in the long run? Why? Students should become aware of their needs and long term goals, and should begin to realize that strategies need lots of practice.

Application - This phase continues throughout the year, as the teacher reminds students to use the strategy on new tasks, to use the strategy in new ways, and to use the strategy in different contexts. Whenever an opportunity arises in the classroom to apply a familiar strategy, teachers can remind students of the strategy, or elicit from them suggestions for appropriate strategies to use for a language task. Eventually, students should be able to choose appropriate strategies for language learning tasks without teacher prompting. At this point the student has truly become an autonomous language learner.

This sequence of strategy instruction is reflected in the sample lesson plans.

The Learning Strategies

Below is a list of the learning strategies discussed and taught in the four guides. Definitions and descriptions of the strategies are given, strategy by strategy, in the remaining pages of this chapter.

Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

- Planning
- Directed Attention
- Selective Attention
- Self-management
- Self-monitoring
- Self-evaluation

Cognitive Strategies

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

- Repetition
- Resourcing
- Grouping
- Note-taking
- Substitution
- Elaboration
- Summarization
- Translation
- Inferencing

Social Strategies

Social strategies are those that require the presence of another person.

- Questioning
- Cooperation

Planning

Definition:	Generating a plan for the parts, sequence, main ideas, or language functions to be used in a language task; proposing strategies for handling an upcoming task; previewing the organizing concept or principle of an anticipated learning task.
Synonyms:	Previewing, outlining, brainstorming, advanced organization
Name of strategy in the L2:	Prepararse Se préparer

DESCRIPTION

Planning means getting prepared to act; specifically, getting a mind set to function in the L2, including deciding what strategies might best be used for the task. The process of planning often involves using other strategies as well, such as elaboration and inferencing.

Planning covers the ideas and concepts to be treated, order and organization, the mechanics of how to say it; it can also include setting longer term goals for language learning.

Reading: Previewing what is to be read. Getting an idea of the context. Recalling what is known about the topic. Deciding what the purpose for reading will be.

Speaking: Reviewing the topic to be discussed. Recalling what is known in the L2 to discuss the topic. Making notes if practical.

Writing: Making notes about the topic in the L2, including vocabulary. Making a preliminary plan.

Listening: Getting ready to listen, by anticipating content and L2 vocabulary (planning, used in combination with elaboration and inferencing).

NOTES

Students aren't particularly pleased when they have to plan. They tend to believe that they do quite well without it!

This is a very important point, however: As you plan, you become more aware of your knowledge and skills -- you reinforce them because you are reviewing them -- you explore new ideas and expand your knowledge and skills.

A plan is valuable only if it is flexible. Your plan is actually meant to lead you into new possibilities, to give you new ideas, and to prepare you for what is to come. Do not approach planning as if it were a prison! A plan is a starting point.

Guide	How and Where Planning is Taught
Reading	Previewing, page IV-63
Speaking	
Writing	Thinking in the L2 during the planning stage, page III-29
Listening	

Directed Attention

Definition:	Deciding in advance to attend in general to a learning task and to ignore irrevelant distractors; maintaining attention during task execution.
Synonyms:	Paying attention, focusing, concentrating
Name in L2:	Concentrarse, GAFAS, BANDES (see Listening Guide) Diriger son attention

DESCRIPTION

Directing one's attention means deciding in advance first to focus attention, then to maintain it for the duration of the task. It requires persistence and self-discipline.

NOTES

Students need to be specifically told that they cannot do something else (clean out notebook, homework, etc.) when the teacher is talking, while listening to a tape, during instructions, because the brain does not automatically process input in and about the L2. Students cannot allow themselves to be distracted. They must learn that attention is a force under learner control.

Guide	How and Where Directed Attention is Taught
Reading	
Speaking	Tip, page III-53
Writing	
Listening	as a pre-listening and during-listening strategy, page III-50

Selective Attention

Definition:	Deciding in advance to attend to specific aspects of language input or situational details; attending to specific aspects of language input during task execution.
Synonyms:	Scanning, selectively focusing
Name in L2:	Enfocarse Concentrer son attention

DESCRIPTION

Using this strategy means narrowing the focus of attention to seek out only a small part of the content, as opposed to intensive attention to the whole task.

NOTES

We cannot pay attention to everything at once. Sometimes it is desirable to select an element to focus most of our attention on. This implies identifying and setting priorities.

The teacher prepares the students by using advanced organizers to point out what the focus of attention will be. For example, if the point of a lesson is learning a new construction, then students should concentrate their attention largely (selectively) upon hearing and using that construction. Selective attention can be used for review purposes as well, such as "Last week we talked about formal versus informal distinctions. Listen to this dialogue. What relationship between the speakers is implied?"

Guide	How and Where Selective Attention is Taught
Reading	Scanning, page IV-87
Speaking	Tip, page III-55
Writing	during revising stage, when using Revising Checklist, page III-62
Listening	as a pre-listening and during-listening strategy, pages III-25 and III-43

Self-management

Definition:	Controlling one's language performance to maximize what is already known; understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions.
Synonyms:	Staying within your L2 means; using what you know; thinking in the L2
Name in L2:	Manejarse Décider de contrôler son langage

DESCRIPTION

Self-management basically means accepting in advance that you may not going to be able to say (or write) exactly what you'd like to, and that you still need to say what you can say about the subject. It also means having an awareness of how you learn and having the self-discipline to seek out and provide yourself with those conditions that promote your learning.

NOTES

Learning more language, and learning to use it correctly, is done by building on what is already known. When teachers assign an activity to build language use, students often think that the point of the activity is to solve the problem, as, for example, making a description of a picture. For the foreign language teacher, however, the process of using language to arrive at a description is the point. When students can use approximate language, gestures, paraphrase, express an idea in incomplete sentences, they are creating a foundation on which the teacher can build to give them new language.

When students believe that they must have a complete and accurate utterance to participate, they end up not participating at all! Students need to realize that, while they cannot control what the teacher asks them to do or what an L2 speaker will say to them, they can manage themselves -- their attention, their approach to language learning, their attitudes about their own performance and risk-taking.

Guide	How and Where Self-management is Taught
Reading	
Speaking	Tip, Work within what you know in the L2, page III-61
Writing	Not explicitly mentioned, but a component of thinking in the L2, page III-29
Listening	

Self-monitoring

Definition:	Checking, verifying, or correcting one's comprehension or performance in the course of a language task.
Synonyms:	Monitoring, correcting
Name in L2:	Comprobrarse Vérifier son langage

Monitoring is defined in these guides as a strategy that takes places during task execution, as opposed to checking and correcting one's work after a space of time as passed (self-evaluation).

DESCRIPTION

Self-monitoring is thinking about what you do as you do it.

NOTES

Learning to self-monitor requires time and practice. To be able to hear or see one's own mistakes depends on first knowing what is correct, or, at least, what is not or may not be correct, or what doesn't sound right. It also requires recognizing when there is no comprehension, so that something can be done about it.

Self-monitoring can lead to taking a risk; the learner may decide to tentatively use a word or structure about which he is not sure.

Students do not see that it is their role to check their output. For them, it is the teacher's role to make corrections! You can teach them to listen to themselves and hear when they have produced an incorrect utterance. Not all errors may need to be corrected, however. Mistakes that impede communication or that are offensive to the listener probably should be addressed, while "slip-of-the-tongue" errors (that don't interfere with communication) may go unremarked. The teacher needs to decide (and inform students) as to his or her standards of accuracy, and in which situations (e.g., skill-getting versus skill-using) a high level of accuracy is expected.

On the flip side of this -- not understanding something that has been said to them or something they have read -- students need to learn that self-monitoring is the first step in problem solving. Identifying what is causing the comprehension problem leads to deploying any number of strategies (inferencing, questioning, repeating) to clear up the difficulty.

Guide	How and Where Self-monitoring is Taught
Reading	
Speaking	of production (accuracy), pages III-13, III-47, and III-111 of comprehension of conversational partner, page III-120 of one's comprehensibility, page III-136
Writing	of production (accuracy), during composing stage, Ss are instructed to circle uncertainties and return to correct these during revising phase, page III-48
Listening	

Self-evaluation

Definition:	Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand.
Synonyms:	Checking back, revising, verifying
Name in L2:	Evaluarse Confirmer son langage

Self-evaluation can be very similar to **self-monitoring** in its checking back and correcting aspects. However, it is defined as a strategy that is used either immediately or some longer time after students have stopped listening, speaking, reading, or writing. Aspects of the strategy can be applied before a language task as well, such as checking one's L2 repertoire to see if certain words or structures are known.

DESCRIPTION

For use before a task, self-evaluation implies that the learner has an intuitive sense of what he or she knows in the L2 and the self-discipline to make this personal assessment as a first step to working within what he or she knows.

For use after the task, self-evaluation implies that a given task is done in advance, so as to have time to return to the completed whole and examine it for ways to improve it, to complete it, to verify understanding, to make corrections. It means setting a certain standard and working to reach that standard.

NOTES

Pitfalls for use of self-evaluation: Students do not begin a task sufficiently in advance to evaluate and make changes. Students have little or no awareness of the actual impact made by effective evaluation and are frequently insecure in the knowledge they need for evaluating. Students expect the teacher to do the evaluation since they may not distinguish grading from evaluation.

There are questions that students can ask themselves in conjunction with self-evaluation: Does this make sense? Can the order be changed to make it more effective? Can I add/take out anything? Is the grammar correct?

Guide	How and Where Self-evaluation is Taught
Reading	as verification after reading, page IV-114
Speaking	
Writing	An aspect of thinking in the L2 during planning (not explicitly mentioned, but working within what you know implies making an assessment of what is known), page III-29 Checking back during revising phase, page III-57
Listening	as verification after listening, page III-58

Repetition

Definition: Repeating a chunk of language (a word or phrase).

Synonyms: Repeating, rehearsal

Name in L2: Repetición; repetir
Répéter

DESCRIPTION

Repetition can be oral, silent or written.

Oral repetition is reproducing a chunk of language out loud.

Silent repetition occurs when the learner is silently practicing in his/her mind, trying either to remember, comprehend, visualize or reproduce the language. Silent repetition is what we do between looking up an unfamiliar telephone number and dialing it -- repeat it over and over in our mind until it is dialed. It is basically a short-term memory way of maintaining or remember something until we either forget it or it gets pushed into long-term memory.

Written repetition is copying or practicing orthography, vocabulary or syntax in multiple written form.

NOTES

It is well-known that repetition is essential to language learning. The language teacher's problem has always been how to provide adequate repetition in a sufficiently varied or disguised format and context to maintain student interest.

Students need to be made aware of how vital repetition is to their learning. Understanding the benefits of an activity may help to ameliorate possible boredom or at least make it tolerable. One has only to watch students doing calisthentics or exercises in preparation for sports to realize that they're willing and able to do repetitive activities when there is a definite goal they want to achieve. Also, students can often give suggestions as to creative and fun ways to vary repetition.

The most important suggestion you can give your students about repetition they do on their own is: "**Vary the ways in which you repeat.** Manipulate the material to be learned in as many ways as possible. Say it aloud. Silently. Visualize it. Make up sentences. Write it. Study it with a friend."

EXAMPLES

"Review" is repetition.

Silent: Memorizing lines of a dialog/play.

Listening: Listening to a passage several times.
Write 5 different sentences using a new word or phrase.
Revise a passage you have written.

Oral repetition: "I'm going to ____ and I'm going to take (A) (B) (C) with me."
(Each student must repeat all of the preceding and add one.)

Reading: Reread a selection several times, each for a different purpose.
Underline X each time you see it in a given passage.
Read flashcards.

Written: Group given 1 copy of a play/script; must make copy for each member of the group (pre-xerox setting!)
Write flashcards.

Guide	How and Where Repetition is Taught
Reading	
Speaking	Tip, to help in memorizing, page III-65
Writing	
Listening	Tip: silent repetition to assist comprehension, page III-71

Resourcing

Definition: Using available reference sources of information about the target language, such as dictionaries, textbooks, and prior work.

Synonyms: Research(ing)

Name in L2: Utilizar recursos
Se renseigner; chercher de l'aide

DESCRIPTION

Listening: Paying attention to vocabulary and syntax used by other more advanced speakers, to provide structures that the learner can use. (This form of resourcing uses people, not books, as sources of information.)

Reading: Looking at the rest of the body of written material for clues and models of correct language usage and meaning.

Writing: Using reference sources to find the word(s) or structure(s) needed.

Speaking: Utilizing the questioning strategies to solicit information from other speakers (see "Questioning"). This particular use of resourcing can also be considered **cooperation**.

NOTES

At some point students will need to go beyond the limits of the L2 they have learned; they need to be taught how to do this competently. We have all received assignments, whether written or oral, for which students have not utilized any resources, but have simply invented cognates or structures and hoped for the best! Or ones in which students have used a reference source such as the dictionary, only to take the first word or phrase given (usually wrong!) and put it in an incorrect context.

In terms of listening/speaking, students must be repeatedly reminded to concentrate their attention on how the message is being communicated as well as what the message is, to repeat silently (repetition) the word(s) or structure(s) they need, and then to transfer the same to their own oral production as soon as possible.

With regard to reading and writing, students are likely to turn to references such as dictionaries. It is therefore important for the teacher not to take for granted that they know how to use one properly. At lower levels students should stick to dictionaries which include context phrases or sentences in both languages so that they: (1) can be certain they have the correct meaning, and (2) can see how everything fits together syntactically and imitate it. They need to know how bilingual dictionaries differ from monolingual ones, what the various abbreviations mean, how to distinguish between definitions of syntactically different usages of the same word (verb vs. noun), and how to cross-check the definitions in the L1 and L2 parts of the dictionary. Constant reminders, and pointing out examples of models or information available in the body of tests which would have helped them answer questions on the test, are practical ways of showing students a productive reason for resourcing within the document itself.

Students also need to be warned against over use of resourcing. Learning to work within what they know in the L2 is an important language skill and helps students avoid the frustration of trying to translate utterances beyond their L2 proficiency. Students need to develop other strategic responses to L2 situations besides resourcing, such as using the strategy of substitution (finding another way to communicate their idea).

Guide	How and Where Resourcing is Taught
Reading	
Speaking	
Writing	Tip: to be used only during revising stage, page III-62
Listening	

Grouping

Definition:	Ordering, classifying, or labelling material used in a language task based upon common attributes; recalling information based on grouping previously done.
Synonyms:	Relating, classifying
Note:	Considered a part of the larger strategy of elaboration
Name in L2:	Agrupar; Clasificar; Relaccionar Classifier

DESCRIPTION

Useful as an aid in learning and recalling L2 material.

Trying to mentally associate related vocabulary in order to recall it for oral or written production. Classifying and labelling vocabulary or structures according to any related system.

NOTES

Grouping based upon semantic relationships has long been the basis for most textbook vocabulary -- units of foods, clothes, family vocabulary, etc. In texts, grouping is also used for syntactical relationships, such as the formation of adverbs, learning prepositions, etc.

Somewhat more recent is the idea of functional groupings -- how to request, refuse, praise, etc. So this is not a new concept to either teacher or student!

However, both should understand that there are many ways to group, and students should be allowed and encouraged to come up with grouping patterns that make sense for them, and which help them remember, even if they differ from the ones we are accustomed to.

EXAMPLES

We tend to teach verbs by conjugation paradigms of each particular tense. Do students see other ways of classifying or remembering that might be more useful to them?

Can students produce a sentence or mnemonic device that will help them remember vocabulary? (See GAFAS, a mnemonic device you can teach your students to help them remember strategies useful when listening.)

Guide	How and Where Grouping is Taught
Reading	
Speaking	Tip, to assist in memorization and recall pages III-69 and III-73
Writing	
Listening	

Note-taking

Definition:	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance or recall of a language task.
Synonyms:	Taking notes, jotting down, circling
Name in L2:	Apuntar, apuntando; Tomar apuntes Prendre des notes

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DESCRIPTION

Listening/Reading: Making any kind of marks on paper to show either that you have heard, read, understood or evaluated something in the L2.

Speaking/Writing: Jotting down ideas, words, phrases, concepts to aid in either spoken or written production. The mere act of writing something down is a form of repetition and an aid to memory.

NOTES

The phrase "note-taking" tends to conjure up the image of writing down facts given in either oral or written form, as in a lecture or a reading selection, but it is actually much broader. Making a check mark each time a certain work or structure is heard, or writing down numbers heard are forms of note-taking as well. Dictation is an extreme example of note-taking. Spot-dictation is a form of note-taking which can be used to teach students the key words in a selection.

Generally speaking, students don't seem to take notes in FL classes, at least not when we want them to! (And conversely, teachers whose memories go back to audiolingual days will remember how often nervous students tried to write down material they thought they couldn't remember -- often with disastrous results -- when what we wanted them to do was just listen to understand or repeat.)

As every teacher's style is different, only you can decide how you feel about students with pen/pencil in hand during various phases of classroom instruction. If your explanations, for example, differ from those of your textbook, or you amplify the semantic or syntactical material, you may want to specifically instruct your students to keep a notebook, take notes on this material and periodically review it.

At some point in L2 instruction, when the body of material with which the student is dealing is more complex and longer in format (i.e., listening to a short lecture), students may need specific instruction and practice on how to take notes in the L2 without losing the thread of the material they are hearing or reading.

Keep in mind that note-taking focuses on content, not on form; it can even be done in L1.

Although explicit lesson plans addressing the strategy of note-taking are not included in any of the guides, this strategy can be used well in combination with selective attention. For example, you can ask students to make a check mark everytime they hear a certain structure in a dialogue.

Substitution

Definition:	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
Synonyms:	Circumlocution, approximating, paraphrasing
Name in L2:	Substituir; substitución; circunlocución Substituer

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DESCRIPTION

In the productive skills, this strategy is virtually any way one can get an idea across when the exact words or structures are unknown. It may mean defining a word/phrase which is lacking in the L2 (boss = the person you work for), making a question instead of a command (Can you pass me the salt? = Pass me the salt), all the way to drawing a picture or acting something out in hopes of having the necessary information supplied by other speakers. It may mean changing written production at a creative level to conform to the limits imposed by the current knowledge of the L2.

NOTES

Of all of the strategies students use in L2, substitution may be both the most frequent and, at the same time, the most under-utilized. It is very common for a student to "lock in" on the specific word, phrase or construction he wants to say in his own language, and then either give up finishing his sentence in the L2 because he doesn't know it or head immediately for a dictionary or other resource to look it up.

Perhaps one of the hardest tasks a teacher faces is to realize that substitution must be taught and to help make substitution a more automatic response t the problem. One way a teacher can help students become accustomed to this is to constantly provide examples of circumlocutions for them. Instead of translating words or phrases, rephrase them in simpler words. Crosswords with definitions given in the L2 provide training for substitution. Asking students to describe, either orally or in writing, current or idiomatic phrases in English to a speaker of the L2 ("slumber party", "cheerleader", "potluck dinner") is an interesting exercise which could easily simulate real experiences; such phrases are often not even found in dictionaries, an added bonus, as the student has no choice but to substitute/explain.

Making clear to lower level students that it is perfectly acceptable to be content with an approximate message which is simpler and less precise and which reduces the topic to essentials often helps relieve some of their anxiety, while teaching them an important skill!

Making certain that students are not always allowed recourse to reference materials, or are given extra points or credit for not using them, is good training for real-life situations when one will either be without a dictionary or need immense pockets!

Guide	How and Where Substitution is Taught
Reading	
Speaking	Explicit instruction, page III-101
Writing	during composing stage, page III-43
Listening	

Elaboration

Definition:	Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented.
Synonyms:	Using background knowledge; thinking in the L2; using what you know; grouping; imagery; staying within your L2 means; transferring; relating; associating
Name in L2:	Relacionar; ampliar; desarrollar; utilizar lo que ya se sabe Utiliser des connaissances déjà acquises; Utiliser ce qu'on sait déjà

Elaboration is a very important learning strategy with a multitude of manifestations. In these guides, it is referred to and taught in many ways, under many names, each capturing a different aspect of the strategy.

DESCRIPTION

To elaborate basically means making connections and seeing relationships and similarities. These connections and relationships may be strictly linguistic, both within the L2 (if I know "alegremente" means "happy" with an "ly", then "facilmente" may mean "easy" plus an "ly"), and between L1-L2 (cognates). They may also be between experience and language (if this is a phone call, and if it's at all like most phone calls, that first phrase I heard must have been their way of answering the phone).

We learn and understand new material within the framework of what we already know. Connecting new material to what we already know is elaboration. We also use what we know to make educated guesses (inferences) about material we do not immediately understand. For this reason, elaboration, or using what you already know, is an essential component of successful inferencing, as can be seen in the examples given in the paragraph above.

NOTES

Many students are simply afraid to elaborate, particularly for the purpose of making inferences. Good language learners are risk-takers, and to make assumptions and look for connections is to take the risk of being wrong. The student who has to ask "Does 'automovil' mean 'automobile'?" is too nervous to take a chance on what he already knows; he needs a teacher's assurance that he is right. The student who insists he "doesn't understand" what you're saying when you smile, point to yourself and say "My name is X" within the context of an introductory lesson simply is reluctant to relate what he already knows about human behavior and relationships to a new linguistic experience.

How can we encourage these students to take chances, to make associations and to develop the strategy of elaboration and the combination of elaboration to support inferencing? Constantly asking about relationships or having other students point them out help. Throwing in hints like "It seems like X", or suggesting visual imagery help expand the students' elaboration repertoire. "Game-type" activities such as guessing occupations for "What's My Line?" help. Above all, maybe we shouldn't tell students everything, at least until we've given them a chance to figure out some things on their own. For them to become risk-takers, we have to let them take risks!

See examples of various types of elaboration and closely-related strategies contained in the "Integrating and Applying Strategies to Your Text" section. As has been said, "Elaboration" and "Inferencing" are closely related, and work very well together.

Guide	How and Where Elaboration is Taught
Reading	Cognates, page IV-15 Using background knowledge, page IV-43 In combination with predicting, page IV-110
Speaking	Tip: working within what you know in the L2, page III-61 Tip: grouping to improve memorization and recall, pages III-69 and III-73
Writing	Using what you know in the L2, a component of thinking in the L2 during planning, page III-29
Listening	In combination with predicting as a pre-listening strategy, page III-29

Summarization

Definition:	Making a mental or written summary of language and information presented in a task.
Synonyms:	Abstracting
Name in L2:	Resumir; hacer un resumen Résumer

DESCRIPTION

To summarize is to verbally or in writing reduce an oral or written passage to its essentials.

Summarization can be utilized mentally to re-state the main points of each division of an oral or written text (assuming sufficient pause between divisions is given when work is oral).

NOTES

As in Note-taking, there is a tendency to view this strategy as an upper-level one, related to longer reading passages, for example. In reality, however, it is a very basic skill which we use daily when we convey the essence of a conversation ("We talked about how hard that exam was!"), when we relay a message ("He said he wants to go; he'll call."), in writing book reviews, in news reporting, and so on.

It is a strategy that can be used from the very beginning levels. Students may be asked to sequence a series of pictures with speech balloons depicting people being introdued, or to choose or produce a title for a short passage, or select a topic sentence to begin a paragraph. At more advanced levels they can be asked to abstract a fairly long selection down to its basic concepts, or to listen to a lecture and state its main points.

Guide	How and Where Summarization is Taught
Reading	
Speaking	
Writing	
Listening	Tip, during post-listening verification, page III-67

Translation

Definition: Rendering ideas from one language to another in a relatively verbatim manner.

Synonyms:

Name in L2: Traducir; traducción
Traduire

Translation is a strategy that language learners certainly use. It is included in the lesson plans contained in these guides, not as a strategy that needs to be explicitly taught to students or mentioned as a tip, but rather discussed with the class and discouraged. Other strategies such as **thinking in the L2** when writing are suggested as more efficient and L2-strengthening strategies to be developed.

NOTES

Translation supposes a one-to-one correspondence between two languages, and, based upon that supposition, is an attempt to substitute an L2 noun for an L1 noun, a literal translation for an L2 idiom, or an L2 structure for an L1 structure.

Although translation wholesale is not, in the long run, the most effective strategy, there are moments when a teacher needs to keep it in mind.

First, unless the learner is in an immersion situation -- and even then -- we are only fooling ourselves if we think students can be kept from translating. Also certain stock phrases can fairly quickly lose their translation status ("Good morning", "How are you?"), in most lower level classroom situations it is impossible to provide so much repetition and direct association practice that the majority of the material does not go through a translation phase. And even in very common phrases such as "My name is ..", we have all heard "Me llamo es" enough to know that there is still translation interference well into second language study. If we accept that students will translate (after all, we do learn most things based upon what we already know!), then we must find ways to minimize the false concept of one-to-one correspondence and utilize the strategy to our advantage.

Second, there are nuances of meaning which, without long-time immersion in a second language environment, are very difficult for the learner to catch, and which are not easy to convey with total accuracy through visual imagery. One example is the problem of the preterit-imperfect contrast in Spanish, where which tense is used often depends entirely upon the meaning one wishes to convey rather than inherent conditions within the sentence.

What, then, should the teacher do?

1) Utilize translation sparingly and briefly when its use will quickly resolve a problem that might otherwise remain misleading or confusing to the student.

2) Be alert for signs of student translation and ready to consistently steer the exchanges back into the L2 and to provide other strategies for the student to use (e.g., substitution).

EX: Student produces "Juan realizó que eran las dos."
Teacher: Mira. (Writes on board)
Juan realizó su sueño de hacerse doctor.
Pepe se dió cuenta de que tenía hambre.

3) Remind students that eventually they must move away from exclusive reliance on L1 and try to think and work within the L2 as much as possible.

Guide	*How and When Translation is Mentioned*
Reading	
Speaking	
Writing	Avoid translation, think in the L2 during planning and composing, use substitution during composing, pages III-39 and III-40
Listening	

Inferencing

Definition:	Using available information: to guess the meanings or usage of unfamiliar language items; to predict outcomes; or to fill in missing information.
Synonyms:	Guessing, predicting, deducing
Name in L2:	Inferir; predecir; deducir; adivinar Déduire; inférer; deviner; prédire

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DESCRIPTION

Inferencing involves making informed guesses or predictions about meaning, based upon either situational or linguistic contexts or previous knowledge. One can infer, or reason deductively, the weather from a description of what someone is wearing, or a relationship from the level or register of language being used; one can predict what may follow "Thank you" or "How are you?" based upon one's knowledge of the world (elaboration).

NOTES

(See also notes under "Elaboration"; these two strategies work closely together.)

We make inferences all the time in our own language, often subconsciously. We infer or deduce based upon everything from the tone of voice and demeanor ("It wasn't what he said, but how he said it") to linguistic clues leading to "the butler must have done it because ..."

Inferencing between languages works totally only when the linguistic and/or cultural concepts are roughly equal. Since they often are not, the teacher must be aware of what can reasonably be expected of students and what kind of help is needed.

The first type of inferencing is tricky, and requires explanation and/or experience within the L2 culture. A smile does not universally imply happiness, nor a rising intonation a question. The more obvious of these contrasts will undoubtedly have to be taught where appropriate; in a classroom setting they are dependent upon instruction, not deduction.

The second type primarily depends upon a certain sense or development of logic, which can be taught and should be practiced -- but which can also involve cultural knowledge that needs to be explained. For example, when comfronted with the statement that a person went to visit a friend on the other side of town, it may be logical in an industrialized culture to infer that the person went in a car. However, this inference would probably not be logical in an under-developed country. Knowing something about a story personage's character and actions can help you infer whether descriptive vocabulary in subsequent passages might be positive or negative.

Do the cultural caveats mean that, in a practical sense, inferencing is not a useful strategy in a classroom situation? Not at all. Students can be asked to infer information that will help them understand new vocabulary from photos or illustrations in printed texts, from background noises in audio texts, or to predict what will follow in a particular sequence of events. Advance organizers such as questions, true-false, incomplete sentences, etc., can help them develop this skill, particularly if these organizers do not reproduce the text verbatim.

Guide	How and Where Inferencing is Taught
Reading	as Predicting (in combination with Using Background Knowledge), page IV-107
Speaking	Guessing meanings of unfamiliar items used by one's conversational partner, as a step in resolving comprehension difficulties, page III-121
Writing	
Listening	as Predicting (in combination with Using Background Knowledge), a pre-listening strategy, page III-29 Guessing meanings of unfamiliar items, as a step in resolving comprehension difficulties, page III-69

Questioning

Definition:	Asking for explanation, clarification, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
Synonyms:	Asking questions; appealing for help
Name in L2:	Pedir ayuda Poser des questions

DESCRIPTION

Listening: Letting someone know that you have not understood what they have said. This can be non-linguistic, as in shrugging your shoulders or looking puzzled, to saying something ranging from "What?" (see final note) to "I don't understand" to "Please explain 'incorporated' to me."

Speaking: Aside from the use of speech to explain that you have not understood a verbal or written text, one can question to ask for help, to elicit unknown forms: "What do you call 'a machine that copies from books'"? One can also check to verify that the word just used was correct: "Is 'Xerox machine' right for a machine that copies from books?"

NOTES

Two of the standard phrases in most beginning texts are "Please repeat" and "Speak more slowly, please".

In the first case, there are two possibilities:

1) The person will repeat exactly what was said, but the learner still doesn't understand; there is obviously a definite limit (probably twice) as to the number of times anyone will ask for repetition.

2) Often people don't repeat exactly, they rephrase -- which may turn out to help, if the changed phrase is something the learner knows -- but it will not explain the original answer or help the learner deal with similar answers in the future. The learner doesn't grow in L2 knowledge without learning to clarify words he doesn't understand and adding them to his vocabularly.

In the second case, what a native considers "slow" usually differs greatly from a non-native. Furthermore, often the problem isn't resolved even if they do slow down, either because there are key words which are unfamiliar, or word-linkage prevents the hearer from identifying the component parts correctly.

Therefore, while both phrases are useful, and will work sometimes, it is crucial that the student be:

1) taught to identify what it is that appears to be the comprehension obstacle;

2) to decide whether resolving it is actually critical or not, and

3) what kinds of questions can be used to elicit the desired information.

(It might appear that a word or phrase is causing comrehension problems it would automatically be necessary for the learner to deal with it. In reality, many students tend to overlook the relative importance to the message of any chuck of language they don't understand. The minute they hear something that seems unfamiliar, they feel they can't understand the basic message.)

Students should be taught right away the polite ways to say "What?" in the L2 in the sense of "What was that again?" Once they learn the interrogative equivalent for "What?", they tend to carry over its usage to this meaning, something that can come across as being quite rude in the L2.

Guide	How and Where Questioning is Taught
Reading	
Speaking	to resolve listening comprehension difficulties in a conversation, page III-119 to ask for needed information, page III-129 to resolve problems of comprehensibility, page III-135
Writing	
Listening	to resolve listening comprehension difficulties in a conversation, page III-76

Cooperation

Definition:	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Synonyms:	Group work, pair work
Name in L2:	Compartir ayuda Coopérer; travailler ensemble

Cooperation is not so much explicitly taught as a strategy in these guides as it is used to structure activities, having students work in pairs or small groups to complete a task or check each other's work.

DESCRIPTION

Cooperation is usually associated with students working in pairs or small groups. Whole class cooperation is also essential, since all class work is solving problems, pooling information, checking learning tasks, modeling activities, and getting feedback on performance (plus teacher giving new material).

NOTES

Some teachers question the concept of having students work together because of their tendency to revert to English and, more importantly, to consider the result as being more important than the process. Teachers who regularly have their students work together in small groups do so because it gives more opportunity for each student to practice, it allows students to share their knowledge and to benefit from each other's strong points (at least in theory), and because it is a non-teacher-centered activity.

Language learning is risky for young people. Students can cooperate more fully when they clearly understand that everyone will have problems, everyone will make mistakes, and that the process of working together to use the language and learn from mistakes is a valid way to work on learning a foreign language.

In order to keep students on task when cooperating, we suggest that you limit the time students are given to complete the activity. It may also be helpful to assign roles to the students in the group, so that each has a well-specified responsibility. Some roles can be: Moderator (who keeps the group working and makes sure that everyone contributes); Secretary (who writes down all group decisions and compiles the written document that the group hands in); Monitor (who supplies needed L2; identifies and

possibly corrects mistakes, perhaps after the task is completed; and who makes a list of L2 difficulties the group had); Reporter (who reports the group's findings to the class); and Thinker (everyone in the group, who share responsibility for contributing ideas).

Guide	How and Where Cooperation is Taught
Reading	as pair work or group work for most reading activities
Speaking	as pair work or small group work for Macro-tasks (see Appendix) and selected speaking activities (such as the Recall Game, page III-73)
Writing	as a part of Checking Back, used during the revising stages, page III-65
Listening	as pair work or group work during pre-listening, pages III-30 and III-43

CHAPTER TWO

LEARNING TO COMPREHEND TEXT

This chapter begins with an overview of the approach to reading comprehension that has guided our strategy instruction and then provides some general suggestions for ways to teach reading strategies. The next section presents an explanation of the ACTFL proficiency guidelines as applied to reading, and suggestions for selecting authentic reading materials for different proficiency levels. The last section consists of lesson plans for learning strategy instruction in reading, including sample scripts of the teacher's think alouds and sample student reading worksheets in Russian. Appendices include sample student reading worksheets in French and Spanish.

What Is Reading Comprehension?

Reading comprehension is an interactive process between the reader and the text. Rather than passively absorbing the meaning of a printed text, the good reader actively constructs the meaning by using his or her prior knowledge of the content and of text organization to infer, predict, and relate evaluate while reading.

Information gained through reading can be processed in two interrelated ways: bottom-up processing, in which the reader decodes through a word by word analysis, and top-down processing, in which the reader grasps meaning semantically through whole phrases and sentences. A skilled reader uses both processes as needed, reading for meaning at a semantic level, with recourse to grammatical and word analysis level only when there is a breakdown in comprehension.

While the process of second language reading is basically the same as in native language reading, second language readers have special comprehension barriers to overcome. Because of their limited language database, they may not know enough of the foreign language to enable them to make accurate guesses about meaning. In addition, their prior knowledge may not relate directly to the cultural assumptions present in the text, and so may not be useful in assisting comprehension. Foreign language students may also have difficulty in recognizing prior knowledge that could be useful, simply because that knowledge was acquired in a different language.

In our research, we found that effective readers searched for meaning by constituent groups rather than by individual words. They monitored their comprehension, and when they did not understand, they deployed strategies to assist them. Strategies most often used to assist comprehension were inferencing, elaborating their own prior knowledge and relating different parts of the text to each other, and making deductions based on their knowledge of language rules.

As in listening comprehension, planning assists reading comprehension. Before reading, students need to understand their purpose for reading, call forth their prior knowledge on the topic, and identify the type of text structure. When students understand the purpose for reading a text, they can then decide whether they should read it for the gist or main idea, or whether they need to pay selective attention to specific information. When students deliberately call on their prior knowledge through the strategy of elaboration, they can often predict much of the information they will encounter in the text. Finally, when students identify the structure of the text before

reading, they will read with different expectations if the text, for example, is a story than if it is a description or a menu.

During reading, comprehension is assisted when students maintain an awareness of whether they are understanding the text. This requires an active mental effort of continually asking oneself: "Does this make sense? Do I really need to know this word to understand the global meaning?" If the answer is no, the student reads on. If the answer is yes, the student can use strategies such as inferencing and elaboration to make a reasonable guess as to the word's meaning.

If the purpose of reading is not only to comprehend but also to retain information (and not all reading is for this purpose), then the effective reader can engage in a number of strategic activities. These can include note-taking, summarizing, discussing, and questioning for clarification.

The purposes of the reading comprehension strategy instruction in the lesson plans that follow are to make students aware of the reading process itself, and to teach them the strategies used by good readers. Using these strategies will assist them in planning for reading, comprehending during the reading process, and using information gained through reading.

Guidelines for Reading Strategy Instruction

Students need to understand that reading, like listening, is an active rather than a passive process. Teacher should explain that reading is not a one-way process, but requires a constant interaction between what is in a person's head and what is on the page.

A second suggestion is for teachers to model the reading process. Students can benefit from seeing how the teacher prepares for reading, monitors comprehension during reading, uses strategies when comprehension breaks down, and reads for different purposes.

A third suggestion for developing reading comprehension is to provide practice in quickly skimming to get the gist, rather than getting bogged down in word by word laborious analysis. Students need to be assured that they don't have to read every word, that they can get a global overview of the text and predict what they are likely to find, and then confirm or remedy their predictions as they move through the text.

Finally, in reading as in listening, the interaction between the text material and what students do with it is critical. Authentic texts can be used even with beginning level students if the task demands are kept simple. The next chapter provides suggestions for selecting authentic text and calibrating texts and the tasks that accompany them to the proficiency level of students.

In the lesson plans for reading comprehension strategy instruction that follow, we suggest specific activities for incorporating these ideas into your foreign language classroom.

How to Begin

Don't be overwhelmed by all the information in this guide. It is not necessary to give all tips and teach all strategies at once, or even teach the entire guide in one year.

Start with yourself. Ask yourself what you most want your students to know how to do when they read.

For example: Do you want them to be able to guess words from context or to recognize and make use of cognates? Do you want them to use what they know about the world and the L2 when they read? Do you want them to transfer what they know about reading in the L1 to reading in the L2, such as knowing it is not always necessary to understand every word and that we usually read for a purpose, adjusting how we read (e.g., globally versus selectively) to accomplish that purpose?

Identifying what reading skills you most want your students to develop will help you identify what strategies you want to teach and what types of discussions about reading you want to have with your students.

Start small. Don't try to teach too much too soon. Choose one strategy (or reading discussion) to concentrate upon. Look for opportunities in class to introduce the strategy or remind students of its existence and how it's used.

For example: Decide that, this week, you're going to introduce **cognates**. Use materials in this guide. Also use materials from the textbook you're using in class. Use a few cognates when you talk to students. Ask them if they understood these new words. Let your mind focus on this one strategy and try to make its uses connect to your normal classroom routine.

Realize that you are learning, too. The teachers involved in creating these materials and using them in their classrooms reported that, like using a textbook for the first time, they went through a process of acquainting themselves with the strategy instruction and how best to provide it.

In the beginning, the process was slow and highly conscious. The first time they taught the strategies or held the preparatory discussions, they felt uncertainty about how they were doing. They felt they had missed opportunities to illuminate the strategies for the students. Many ideas occurred to them as to how they might provide the strategy instruction the second time. As they familiarized themselves with the strategies, they

began to see how better to connect the instruction t[illegible] their normal class routine and to incidents that arose in their classroom.

In short, allow yourself ample learning time. [illegible] small, building a piece at a time, introducing a little [illegible]

But start! Starting is the hardest part. Decide on one tip to give students this week and do it. Or hold a preparatory discussion. Or pick one strategy and teach it. But start!

CHAPTER THREE

The Building Blocks of a Proficiency-based Reading Program

Authentic Texts

Recent developments in language teaching stress the use of authentic materials in all proficiency-oriented reading programs. An authentic text is one written by a native writer for native readers with a real-life communicative purpose (such as to inform, to persuade, or to congratulate), unlike materials written to teach the language. Grellet (1981) extends the principle of authenticity to include the physical characteristics of text as well.

> Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper: with the same typeface, the same space devoted to the headline, the same accompanying picture. By mutilating the presentation of texts in a textbook, one not only reduces interest and motivation, but one actually increases the difficulty for the students. The picture, the size of the headline, the use of boldface type, all contribute to conveying the message to the reader. (Grellet, 1981, p.8)

Snyder (1983) lists a number of persuasive reasons for using authentic texts in foreign language reading programs. Among them are:

1. They encourage readers to attend to the message, while edited texts often require reading word-for-word rather than for meaning.

2. They exist in a wide variety in the real world and can be selected to suit the level, interest and background of any learner.

2. They introduce context-rich information about the target culture often absent in the sanitized reading materials typically included in textbooks.

3. They provide readers with practice in reading a wide variety of written passages with different patterns of rhetorical organization and writing styles.

4. They facilitate the development of coping strategies by not providing learners with a protective cocoon against the real world of reading which is full of unfamiliar words and structures.

Pedagogical implications: If the goal of a language program is the development of reading proficiency, then authentic texts should be utilized from the very beginning of instruction.

Levels of Difficulty

Since authentic texts represent a wide range of difficulty levels, care must be taken to ascertain the difficulty of a text before it is introduced. An experimentally derived typology used by the US Government Interagency Language Roundtable (ILR) (and) divides all texts into five levels. This typology, developed by Child, takes into account both the propositional and linguistic complexity of texts. It underlies the reading level descriptions in both the ILR and the ACTFL Proficiency Guidelines (1986). While a great deal of work needs to be done in this area, the system provides a convenient framework for making decisions about text difficulty. It is presented below in capsule form.

Novice Level Texts present information that is bound to a physical setting, e.g., signs which are usually posted at locations which help to clarify their meaning. Such texts consist

primarily of discrete words and routinized expressions and require practically no knowledge of grammar to be understood. Examples include signs, forms, menus, cards, and schedules.

Intermediate Level Texts are more complex since they present information that may be removed from the physical setting. They consist of a loose collection of simple sentences and require some knowledge of basic syntax to be understood. Texts at this level include simple notes, directions, uncomplicated items in newspapers (simple weather forecasts, sports reports, announcements of community and cultural events, political announcements).

Advanced Level Texts describe and narrate facts without the analysis or personal involvement of the writer. They deal with real-world events, facts and situations in major time/aspect frames. Texts at this level include factual news reports in newspapers, textbooks, encyclopedias, and the like.

Superior Level Texts (e.g., newspaper editorials), according to Child (1987), present value judgements regarding material which is more abstract than the facts, events, and situations typical of advanced level texts. Superior level texts are propositionally and linguistically complex and require readers to respond intellectually to their content. Such texts feature hypotheses, argumentation, and supported opinions, and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. Examples include some literary works, general essays, political commentaries, technical descriptions, and various official documents.

Distinguished Level Texts, rarely encountered in daily life (Child 1987), are usually written by persons with artistic talent, who -- in addition to conveying information to their

readers -- also want to impress them with their literary flair. The language of such texts, often innovative and idiosyncratic, places considerable demands on readers and requires extensive knowledge of the target-language culture. Texts at this level include sophisticated editorials, "think pieces," articles in specialized journals, literary criticism, as well as novels, plays, and poems.

In a competency-based reading curriculum, students should be exposed to authentic texts from the very beginning of instruction with an orderly progression of reading material from one difficulty level to another. According to Krashen (1982), learners benefit most when the input to which they are exposed is "comprehensible," i.e., is at their current level of proficiency or slightly higher. Such "optimal" input, or $i + 1$, as Krashen calls it, should be challenging but not out of the learner's reach. When applied to reading, this principle means that readers should not be faced with text that exceeds their current reading competence by more than one level.

Thus, beginning students should be exposed from the start to authentic Novice level texts, which can be thematically integrated with units in the basic text. For instance, a unit on entertainment can include reading activities involving tickets, newspaper listings of cultural and sports events, television schedules, and notices about lectures or exhibits. There should be several texts at the same level on each topic; i.e., not one TV schedule, but several.

Once students have learned to understand a variety of Novice level texts, they can begin reading Intermediate texts. Topics that were used at the Novice level can be "recycled" --used again, but with material at the next higher level. For instance, paragraph-

long newspaper announcements about cultural events sould be appropriate at this level. Learners should be exposed to a variety of topics at this level, with several similar texts in each topical area, in order to build up vocabulary and background knowledge.

After students have learned to comprehend a variety of passages at the Intermediate level, they should be ready for Advanced texts. In the beginning, these can be skimmed for general content or scanned for basic information as to the *who, when, where,* and *how.* As students become more proficient, more detailed comprehension may be required. Since there is a very large number of texts at this level, decisions will need to be made as to what topical areas may be relevant and interesting for a particular group of students. For example, for students with an interest in Soviet politics, a unit on official visits, talks, and negotiations may be appropriate. It may take learners quite a long time before they will be ready for the next level, although they can learn to read more complex material in their own special fields. It is interesting to note that during the nationwide norming of the Educational Testing Service Russian Proficiency Test (1986), only 13% of students with 3 years and 27% of those with 4 years of college Russian demonstrated reading comprehension at the Advanced level.

Once students have become comfortable with a variety of Advanced texts, they can be gradually introduced to Superior passages, at first in their own areas of specialization. It must be remembered that at the Superior level, readers are expected to be able to read for information or for pleasure, with almost complete comprehension and at normal speed, expository prose on practically any subject and a variety of literary texts. Such comprehension can be developed only if a great deal of time is spent on reading outside of

class. It is instructive that only 3% of students with 3 years of college Russian who participated in the nationwide norming of the ETS Russian Proficiency test demonstrated reading comprehension at the Superior level. In contrast, 23% of students with 4 years and 48% of those with 5 or more years of college Russian were reading at the Superior level.

Pedagogical implications: The difficulty level of authentic texts can be determined by using a relatively simple text analysis which takes both linguistic structures and topics into account. A proficiency-based curriculum assumes a gradual improvement in reading skills through exposure to texts of increasing difficulty without skipping levels.

Realistic Reading Tasks

The difficulty of a reading exercise is not a function of the intrinsic difficulty of the text alone but is also dependent on the task the reader is required to perform with the text, and the degree of comprehension required. Consequently, in addition to the text, the difficulty level of the reading activities and the accuracy and completeness of required comprehension must also be taken into account.

By manipulating either the difficulty level of the text or the task the reader is required to perform, we can create an *i + 1* reading environment advocated by Krashen (1982). Lowe (1986) recommends "the one in three rule," according to which only one component of reading proficiency (text, task, accuracy) should be changed at a time. If a passage is above the student's current level; the level of the reading task and the accuracy of comprehension required are kept at the student's current level. For instance, Intermediate readers can "stretch" towards the Advanced level by scanning Advanced texts

for certain pieces of information without being required to fully understand all details. If, however, the passage is at the student's current reading level, either the difficulty of the reading task or the extent of comprehension required may be upgraded to a level above the student's current level. For instance, an Advanced reader may be asked to make a comparison of all details contained in two Advanced texts on the same topic.

With regard to reading activities, Grellet (1981) observes that: "Few reading activities are intrinsically good or bad. They only become so when used in relation to a given text. Reading comprehension activities should be suited to the texts and to one's reasons for reading them" (p. 9). Thus, a good reading activity is one that matches the real-world purpose of the text, one that can be accomplished by a reader at that level in a reasonable amount of time with little or no dictionary lookup, and one which requires a degree of comprehension commensurate with the student's current level of reading proficiency.

There are many ways in which we read in the real world, and all are suited to the purposes for which we read. One reads a menu with a different purpose and different strategies than a poem or a think piece. Phillips (1984) identifies the following nonmutually exclusive ways of reading: (1) *skimming*, or quickly running one's eyes over the text to get the gist of it; (2) *scanning*, or quickly searching for some particular item of information; (3) *intensive reading*, or reading for detailed understanding. These modes combine with each other in real-life reading. For instance, one can first *skim* through a passage to see what it is about and to decide whether it is worth reading, then *scan* it for particular pieces of information, or read it *intensively* for details. Thus, a sports page can be skimmed first (called previewing in the lessons detailed in Chapter IV) to settle on a piece of particular

interest. The selected piece can then be scanned to find out *who, when,* and *what*. A sports fan might also read the article intensively, savoring every detail of the account.

In designing reading activities for a particular text, we should take into account both the way in which it might be read in the real world and the difficulty level of the activity. For instance, weather forecasts are usually scanned, whereas the front page of a newspaper is normally skimmed first. Scanning a sport report for a few facts is easier than determining the author's tone or comparing one account of a game with another.

The foregoing does not mean that reading instruction should consist exclusively of techniques for developing global comprehension, i.e., extensive reading alone. Techniques for intensive reading, (i.e., for detailed analysis of vocabulary, structure, or discourse markers) can be used once the text is read extensively. Extensive reading gives learners practice in tackling authentic materials, and confidence in their ability to make sense of passages, parts of which they do not understand. It helps most learners to get over the shock of large numbers of unfamiliar words and constructions. It also helps learners realize that they need not understand every element of each text they read, but rather that the degree of comprehension should be commensurate with the reading task at hand.

Pedagogical implications: To the extent possible, reading assignments should be realistic and reflective of the real-world purpose for which the text was written. Reading activities should be varied and flexible. The difficulty level of the task and the degree of understanding necessary for its completion should be taken into account when reading activities are being designed. Learners should be given opportunities to practice different kinds of reading modes.

Reading Strategies

L2 learners must learn to develop strategies to deal with unfamiliar words and structures if they ever hope to make realistic use of their reading skills. Word-by-word decoding and translation are neither efficient, nor effective strategies for learners who have to learn to read complex literary and expository texts for academic, professional or personal purposes in a relatively short period of time.

Hosenfeld and her colleagues (1981) observed that good L2 readers: (1) concentrate on meaning rather than on word identification, (2) read the text as though they expect it to make sense, (3) use their knowledge of the world, (4) take chances making inferences but evaluate their guesses, (5) use titles and illustrations to make inferences, (6) use preceding and following context clues, (9) skip unknown words and make contextual guesses, (10) identify grammatical category of words, (11) recognize cognates, (12) analyze unknown words and use glossary as a last resort, and (13) skip unnecessary words. Additional "good reader" strategies identified by Van Parreren and Schouten-Van Parreren (1981) included: (1) recognizing text type, (2) recognizing different types of text structure, and (3) making inferences with respect to information that was not explicitly mentioned in the text.

The important question is whether these "good reader" strategies can be taught. Clarke (1979) argued that the reading skills of good L1 readers do not transfer to their reading in L2 most probably due to their linguistic limitations. He compared second language reading behavior of adult good and poor native-language readers and found that linguistic limitations prevented good L1 readers from transferring their effective reading behaviors to the target language, causing them to "short-circuit," i.e., to revert to poor reader

strategies. Clarke suggested that certain reading behaviors which seem most productive could be taught. Among "good reading behaviors", he lists (1) concentrating on passage-level semantic cues, (2) formulating hypotheses about a text before reading it in order to confirm, expand or disconfirm those guesses, (3) developing tolerance for temporary lack of precision in understanding, and (4) decreased reliance on low level linguistic cues. A subsequent study by Hudson examined Clarke's "short-circuit" theory and went on to show that teaching relevant background knowledge to L2 readers allowed them to override their linguistic limitations.

In studying the reading strategies of successful and nonsuccessful ESL readers of varying language backgrounds, Block (1986) observed that strategy use is a stable phenomenon that is not related to language background -- native speakers of Chinese used the same strategies as native speakers of Spanish. Nor was the use of cognitive strategies dependent on the English language proficiency of the readers. Because there was considerable individual variation among the nonproficient readers, Block suggests that teachers should look closely at their students before deciding what strategies to teach them. She thinks that the nonproficient readers in her study had developed some useful strategies but were not able to apply them consistently and systematically. The answer, according to Block, might be to make poor readers aware of their dormant strategic resources so that they may apply them more systematically. She suggests learner-centered practices such as pairing readers so that they talk to one another about what they do and do not understand as they read and share problems, knowledge, and use of strategies.

To help our students to become independent readers, we need to make them aware of the strategic resources available to them, to help them experiment with various strategies in order to find out which ones work best for them, and to encourage them to continue

using strategies found to be helpful. Learners should be given many opportunities to practice different strategies in a context-rich environment within a framework of realistic reading tasks. Ultimately, a reading passage is only as good as the activities and tasks that learners are required to perform with it. Grellet (1981) and others suggest many reading activities for developing "good reader" strategies:

1. **Ability to anticipate (predict) what the text is going to be about.**

   Suggested activities:

   Relate information in the text to prior knowledge about the topic through discussion or answering questions. (For many excellent anticipation activities, see Schultz.)

   Write definitions of key concepts and discuss associations among them.

   Generate questions about the text prior to reading it.

   Use titles, visual clues, key words, first line, or first paragraph to predict the content of the text.

   Use one paragraph to predict content of the next one.

   Restore missing words, sentences, or paragraphs.

   Choose sentence or paragraph from among several options as the one which is most likely to follow.

2. **Ability to get the gist of a text without getting bogged down in details (to skim).**

   Suggested activities:

   Identify genre.

   Place passage in an appropriate category, e.g., weather report, sports summary, political announcement.

   Identify the main function of a passage, e.g., warning, explanation, description.

   Select the most appropriate resume of the main idea of a passage.

Choose the most appropriate title for a passage.

Match titles or illustrations with passages, or subtitles with paragraphs.

Complete unfinished paragraphs or create ending or concluding paragraph to an unfinished passage.

3. **Ability to locate specific information in the text (to scan).**

Suggested activities:

Answer factual questions such as *who, when, what, how.*

Fill in charts, diagrams, tables, or forms with facts, figures or other information in the text.

Use facts from a text to do something else, e.g., to locate something on a map or chart.

4. **Ability to distinguish between levels of importance of information in a text and to recognize its organization.**

Suggested activities:

Discover the top level structure of the text and use it to organize information contained in it.

Outline chain of events in the text.

Distinguish between main idea(s) and supporting details.

Find topic sentence or paragraph and its relation to the rest of the text.

Restore chronological sequence or order events according to some scheme.

Restore order of scrambled paragraphs.

Recognize logical organization symbols, e.g.,

Find instances of rhetorical devices (illustration, comparison, restatement).

Outline the text.

5. **Ability to use lexical/semantic cues to deduce the meaning of unfamiliar words.**

Suggested activities:

Find lexical equivalents (synonyms, hyponyms, paraphrases), restatements, summaries.

Recognize words with familiar roots and affixes.

Recognize cognates.

Cloze. (For many excellent suggestions on the use of cloze exercises, see Meyer and Tetrault, 1986.)

6. **Ability to use syntactic cues to deduce the meaning of words, phrases, or sentences.**

Suggested activities:

Recognize the main elements (subject, verb, object) and/or expansion elements in a sentence (modifiers, spatial and temporal clauses).

Recognize different patterns of coordination, subordination, and embedding.

Cloze. (see Meyer and Tetrault, 1986.)

7. **Ability to recognize cohesive devices in a text to establish coherence of the message**

Suggested activities:

Identify words that are used as a grammatical substitute (anaphora) for preceding words or groups of words in a text (e.g. I know it, and he does too) and match them to the appropriate referent.

Recognize function of link elements in the text.

Identify *given* and *new* information as it relates to word order.

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Chapter Four

Lesson Plans for Strategy Instruction

Preparation Discussions of Reading:

Reading in L1

Reading in L2

Lesson Plan
Beginning Level L2 Reading
Preparation: Reading in the L1

Purposes:

- Students activate their prior knowledge about reading.
- Students analyze reading as a skill.
- Students develop metacognitive awareness of selves as learners and readers.

Materials: none

Instruction: Day 1

Focus of Instruction

Part A	Whole Class Discussion	What types of materials do I read in my own language?	2-3 minutes
Part B	Whole Class Discussion	What do I do when I read in my own language?	5-7 minutes
Part C	Whole Class Discussion	What is reading?	2-3 minutes
Part D	Teacher	Summarize foregoing discussions	1-2 minutes

Total Time: 10-15 minutes

I. Preparation: Reading in L1

Suggested Procedures

Remarks/Highlights	Time/Materials

A. What types of materials do I read in my own language? (Whole Class Discussion) — 2-3 minutes

Have Ss generate a list of the kinds of materials and subject matter they read in their own language. Write their list on the board.

Some Types of Materials We Read

Textbooks	Sports page	Letters
Newspapers	Journals	Magazines
Spy novels	Mysteries	Sci Fi
Trash	Biographies	Comics

B. What do I do when I read in my own language? (Whole Class Discussion) — 5 minutes

Have Ss discuss how they go about reading in L1. Start the discussion with the first type of reading material they suggest. Focus on the strategies or reading behaviors of Ss. Prompts:

- What, if anything, do you do to get ready to read that type of material (e.g., a chapter in a textbook)?
- What do you do while you're reading? (e.g., take notes, underline)
- What do you do if you don't understand what you're reading? (e.g., reread, ask a parent)

- Is this the type of material you'd make an effort to remember? If so, what do you do then?

- What do you do after you've finished reading? (e.g., think about it, check notes)

- Do you think you read every word?

Write some of the student comments on the board under "What I do when I read."

Activity Option Box

You may wish to begin this discussion using English texts.

Give Ss several types of reading selections (see box above). Have Ss read them in whatever manner they would normally read such a passage, and discuss the reading strategies they used and how these varied depending on the type of passage.

The advantage of using English texts to begin strategy instruction in that Ss discuss reading from the basis of what they actually do when they read, as opposed to what they think they do.

Note: USA Today, local newspapers, and news magazines are good sources of texts.

C. What is reading? 2-3 minutes
(Whole Class Discussion)

Ask Ss, "Given what you've just said about what and how you read, what, then, is reading?"

Some Ideas about Reading

Reading comprehension requires an interaction between what's in the reader's head and the words on the page.

The process of reading differs, depending on our purpose for reading. For example:

- We scan the front page of the paper for articles that interest us, skipping those that don't.
- We may read the first paragraph of a newspaper article intently, but only skim the rest.
- An academic text reading may elicit our undivided reading attention and care, including note-taking.

Questions to prompt this discussion:

- Do you think you read word by word, in groups of words, or whole sentences? How do ideas figure into this?
- Do you think just reading and understanding the individual words is enough to get the author's meaning?
- Does the reader need to bring any tools, knowledge, skills, etc. to the process of reading?
- Is the author's message the same for everyone? Why or why not?
- Do we read every kind of text in the same way?

D. Teacher summarizes foregoing discussions — 2-3 minutes

To summarize the foregoing discussions, focus on the key points raised by Ss, such as:

- what types of materials they read
- how their reading behaviors change, depending upon what they're reading and why
- how they view the process of reading.

Conclude with, "We'll be talking more about reading in the next few days, and this semester I'm going to teach you some strategies that will help you read in (Russian/Spanish/French)."

Lesson Plan
Beginning Level L2 Reading
Preparation: Reading in the L2

Purposes:

- Students read a short passage in the foreign language.
- Students analyze the reading processes they used to read in the L2.
- Students compare reading in the L2 to reading in the L1.
- Students receive an overview of the reading strategy instruction to be presented throughout the semester.

Materials: Reading Worksheet 1

Instruction: Day 2

Focus of Instruction

Part A	Teacher	Orient class to reading instruction	1 minute
Part B	Students	Read a short L2 passage	2-3 minutes
Part C	Whole Class Discussion	What's reading like in the L2?	5 minutes
Part D	Teacher	Provide overview of reading strategy instruction	1-2 minutes

II. Preparation: Reading in the L2

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Teacher orients class to reading instruction Remind Ss of their discussion of reading. Tell them you're going to spend a few minutes following up on that discussion, beginning with an exercise of reading in the foreign language.	1 minute
B. Students read a short passage in the L2 (Individual seatwork) Distribute Reading Worksheet 1. (See Appendix A for sample worksheets in French and Spanish.) Have Ss work individually. The task Ss are to accomplish is stated on the worksheet. Keep the time short, so that Ss have to work quickly and with concentration.	2-3 minutes Reading Worksheet 1
C. What's reading like in the L2? (Whole Class Discussion) Have Ss analyze the process of reading in the L2. Prompts: - What are the answers to the questions? - Did you read the questions before you looked at the text? - If so, did this affect how you read the text (i.e., did you look specifically for the answers or did you just generally read?)? Did reading the questions first help you understand the Russian? - What problems did you have reading? - What did you do when you had that problem?	5 minutes

Reading Worksheet 1
Reading in Russian
Level: Beginning

Directions: Below is the banner of a Russian newspaper. Read the banner and answer the questions below.

1. What is the name of the newspaper?

2. What is the date of publication?

3. How much does it cost?

4. When was the newspaper founded?

- What couldn't you understand? What did you do?

You may wish to have students jot down the following:

- How and where they started in the text.
- What they did next.
- How they continued reading.

These notes can serve as a basis for discussing the prompt questions.

Write student comments on the board, particularly those that identify L2 reading problems. Also note what the Ss say they did when they encountered the problem.

Ask Ss to contrast reading in the L1 with reading in the L2. What problems were unique to L2 reading? What was similar? How about solutions?

D. Teacher gives overview of reading strategy instruction — 1-2 minutes

Tell Ss that throughout the semester, you're going to be teaching them to use certain reading strategies that will help them cope with the challenge of reading (Russian/Spanish/French). Among these are:

- inferring meaning by recognizing cognates
- using background knowledge,
- previewing,
- scanning, and
- predicting.

In the strategy work, they'll be reading L2 materials from actual L2 newspapers, menus, and other authentic sources.

Initial Reading Strategy Instruction:

Initial Instruction: Recognizing Cognates

Practice Sessions: Using Cognates

Initial Instruction: Using Background Knowledge

Practice Sessions: Using Background Knowledge

Initial Instruction: Previewing

Practice Sessions: Previewing

Initial Instruction: Scanning

Practice Sessions: Scanning

Initial Instruction: Predicting

Practice Sessions: Predicting

Initial Strategy Instruction:
Inferencing Using Cognates

Practice:
Inferencing Using Cognates

Practice Worksheets:
Recognizing Cognates

Lesson Plan
Initial Reading Strategy Instruction:
Inferencing Using Cognates

Purposes:

- Ss receive strategy instruction in **inferencing using cognates.**
- Ss practice identifying L2 cognates and inferring meaning in an L2 reading selection.

Materials: Reading Worksheet 2 (Inferencing)

Instruction: Day 3

Cognates

Cognates are words that look or sound similar to English words (or words in other languages) and have similar meanings.

Focus of Instruction

Part A	Teacher	Orient class to reading strategy instruction	1 minute
Part B	Teacher	Provide initial instruction in inferencing using cognates	2 minutes
Part C	Teacher	Model use of cognates	2 minutes
Part D	Pairs of students	Identify cognates in an L2 reading passage	3 minutes
Part E	Whole Class Discussion	Analyze identification of cognates	3 minutes
Part F	Teacher	Summarizes instruction	2 minutes

III. Initial Reading Strategy Instruction: Inferencing using Cognates

Suggested Procedures

Remarks/Highlights	Time/Materials

A. Teacher orients class to reading strategy instruction — 1 minute

Remind Ss of their discussion of reading in the L1 and their experience(s) of reading in the L2. Tell them that the reading strategy instruction you promised them is about to begin!

B. Teacher provides initial instruction in inferencing using cognates — 2 minutes

Tell Ss that good L2 readers:

- know they don't have to understand every word they see.
- know that there are often many words that look or sound similar to English words (or words in other languages) and have similar meanings. These words are called cognates.
- guess at meanings of words and sentences, and look for the overall "gist" of a passage. Educated guessing is called inferencing.

Rationale for Studying Cognates and Inferencing

> Cognates are generally a foreign language reader's friends.
>
> Ss, however, need some practice in learning how to recognize cognates quickly.

(continued on the next page)

Rationales continued

This part of the reading strategy instruction will give Ss practice in using cognates to infer meaning. Your goal is that Ss will be able to apply this valuable reading skill quickly and automatically when they read L2 materials.

Before students begin to look for cognates in reading, give them a few examples of cognates in Russian.

студент	театр
адрес	концерт
фотография	парк
аэропорт	телефон
компьютер	университет
салат	музыка

C. Teacher models use of inferencing using cognates

2-3 minutes

Distribute Reading Worksheet 2. Focus student attention on the text on the front of the worksheet. (See Appendix B for a similar worksheet in French and Spanish.)

Using this text, model the strategy of inferencing meaning from using **cognates**. A sample think aloud script of how a person might think when using cognates is included at the end of this lesson plan.

When you are finished modelling identifying cognates, ask Ss if they can identify any other words in the text that might be cognates. Add these, as appropriate, to the list.

Aspects to Highlight in Modelling Using Cognates

- **Read the directions, so as to identify clearly what your purpose in reading is.**
- **Look over the text quickly, reading it aloud as much as possible. Based upon sound or appearance, speculate that certain words are probably cognates.**
- **Make a list on the board of the cognates you find.**

D. Students identify possible cognates in an L2 reading passage (Pair work) — 3 minutes — Reading Worksheet 2

Have Ss flip over to the back of the Reading Worksheet 2. (See Appendix B for worksheets in French and Spanish.)

Have Ss work in pairs. Each pair's task is to make a list of as many possible cognates as they can find in the L2 reading.

Keep the time short, so that Ss have to work fast and with concentration.

E. Ss analyze their identification of cognates in an L2 reading passage (Whole Class Discussion) — 3 minutes

As a class, go over the lists Ss generated. Prompt Ss to analyze their work:

Reading Worksheet 2
Reading Russian
Inferencing Using Cognates

The following list of exchange rates appeared in the Soviet newspaper Известия. Read the list and see if you can recognize the names of the countries and money denominations.

Госбанк СССР сообщает, что с 18 мая 1988 г. установлены курсы иностранных валют:

100 австрийских шиллингов — 5 руб. 02 коп.
100 английских фунтов стерлингов — 112 руб. 24 коп.
1000 бельгийских франков — 16 руб. 87 коп.
100 марок ФРГ — 35 руб. 28 коп.
100 голландских гульденов — 31 руб. 47 коп.
100 датских крон — 9 руб. 20 коп.
10000 итальянских лир — 4 руб. 74 коп.
100 канадских долларов — 48 руб. 25 коп.
100 норвежских крон — 9 руб. 65 коп.
100 долларов США — 59 руб. 45 коп.
100 французских франков — 10 руб. 39 коп.
100 шведских крон — 10 руб. 11 коп.
100 швейцарских франков — 42 руб. 45 коп.
1000 югославских динаров — 0 руб. 39 коп.
1000 японских иен — 4 руб. 76 коп.
100 ЭКЮ — 73 руб. 30 коп.

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Reading Worksheet 2
Reading in Russian:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and pick out 5 names you recognize. Also find 4-5 other words which are cognates.
- Discuss the clues that helped you to recognize them.
- Be prepared to share your results with the class.

Как зовут Мадонну?

Слышала, что настоящее имя Мадонны — Лунза Вероника Чикконе. Интересно, а кто еще из деятелей культуры скрывается под псевдонимом!

М. ЛАВРУШИНА.
Конотоп.

Действительно, многие киноактеры, певцы, артисты предпочитают своим именам сценические псевдонимы. Вот лишь некоторые примеры.

псевдоним:	имя:
Брижитт Бардо	Камий Жаваль
Элис Купер	Винсент Фурнье
Марлен Дитрих	Мария Магдалена фон Лош
Тони Кэртис	Бернард Шварц
Боб Дилан	Роберт Циммерман
Грета Гарбо	Грета Густафсон
Гарри Гудини	Эрих Вайс
Энгельберт Хампердинк	Арнольд Дорсей
Элтон Джон	Реджинальд Дуайт
Софи Лорен	Софи Шиколоне
Том Джонс	Томас Вудварт
Ив Монтан	Иво Леви
Мэри Никфорд	Глэдис Смит
Ринго Старр	Ричард Старки
Стиви Уандер	Стивленд Моррис

- How many words did you identify as possible cognates? How many did you miss?

- Did you say any of the words aloud to see if they sounded like a word you knew in English or another language? Or did you just go on how they looked?

- Were there other clues you used to identify possible cognates?

- Do you think any of the cognates you identified are "false" cognates?

- What do you think the "gist" of this paragraph is?

F. Teacher summarizes strategy instruction — 2 minutes

Summarize the strategy instruction by re-emphasizing that:

- cognates can be a foreign language reader's friend.

- recognizing cognates can help Ss infer meaning in what they read, even when the reading material is beyond their current proficiency level.

- you're giving them practice in recognizing cognates so that, in future reading assignments, they can do this quickly and naturally.

Think Aloud Modeling
Using Cognates

Sample Script

I'm suppose to look at this chart of exchange rates and try to figure out the countries and money denominations. These words should be cognates.

Let me see... the first one says австрийских шиллингов. Well, I think I recognize the money. It says shillings. The country begins with an *a*. It could be Australia, but I don't think so because there is no *l*. What other country sounds like Australia? Austria. Yes I think it is Austria.

Let me sound out the second one...бельгийских франков. Again the money is easy to recognize. It's francs. Бельгийских sounds like it could be Belgium, but the Russian word has this funny ending on it ских. Well, that's probably just part of the Russian. I think the country is Belgium. Besides I know that the money of Belgium is francs.

IV. Practice:
Inferencing using Cognates

Purposes:

- Students review instruction in the reading strategy of recognizing cognates.
- Students practice recognizing cognates and using this information to infer meaning in an L2 text.
- Students analyze their own identification and use of cognates.

Materials: Reading Worksheets

Instruction: Teacher determines the number of days of instruction to devote to **cognate** practice.

The amount of **COGNATE** practice you give students before you introduce the next reading strategy (using background knowledge) is a decision only you can make. How well do you think students are recognizing cognates and using them to infer meaning in L2 text?

For the purposes of this guide, the next strategy instruction is arbitrarily designated as beginning on Day 6. This assumes that students will practice using cognates on two separate occasions before strategy instruction on using background knowledge takes place. However, you can give students more practice, as you see fit.

Many practice worksheets are included here to allow for more than two practice sessions and to permit you to select from a variety of activities, to suit your class. See Appendix C for practice worksheets in French and Spanish.

A Word of Caution

The importance of assessing the difficulty level of authentic L2 texts and matching these to appropriate tasks for the student and to the strategies to be practiced is discussed at the beginning of this chapter. We recommend that you read this discussion if you wish to use your own L2 materials to have students practice using strategies as they read.

Recognizing Cognates:

Practice Worksheets

Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.

- Go through the list below. Match the Russian names of the states with their English equivalents given in the right-hand column by writing the appropriate number in the space provided.

Мэн	____	1. Alabama
Нью-Хэмпшир	____	2. Alaska
Вермонт	____	3. Arizona
Массачусетс	____	4. Arkansas
Род-Айленд	____	5. California
Коннектикут	____	6. Colorado
Нью-Йорк	____	7. Connecticut
Нью-Джерси	____	8. Delaware
Пенсильвания	____	9. Dist. of Columbia
Индиана	____	10. Florida
Иллинойс	____	11. Georgia
Висконсин	____	12. Hawaii
Миннесота	____	13. Idaho
Айова	____	14. Illinois
Миссури	____	15. Indiana
Северная Дакота	____	16. Iowa
Южная Дакота	____	17. Kansas
Небраска	____	18. Kentucky
Канзас	____	19. Louisiana
Делавэр	____	20. Maine
Мэриленд	____	21. Maryland
Округ Колумбия	____	22. Massachusetts
Виргиния	____	23. Michigan
Западная Виргиния	____	24. Minnesota
Северная Каролина	____	25. Mississippi
Южная Каролина	____	26. Missouri
Джорджия	____	27. Montana
Флорида	____	28. Nebraska
Кентукки	____	29. Nevada
Теннесси	____	30. New Hampshire
Алабама	____	31. New Jersey
Миссисипи	____	32. New Mexico
Луизиана	____	33. New York
Техас	____	34. North Carolina
Оклахома	____	35. North Dakota
Арканзас	____	36. Ohio
Монтана	____	37. Oklahoma
Вайоминг	____	38. Oregon
Колорадо	____	39. Pennsylvania
Нью-Мексико	____	40. Rhode Island
Аризона	____	41. South Carolina
Юта	____	42. South Dakota
Невада	____	43. Tennessee
Айдахо	____	44. Texas
Вашингтон	____	45. Utah
Орегон	____	46. Vermont
Калифорния	____	47. Virginia
Аляска	____	48. Washington
Гавайи	____	49. West Virginia
Огайо	____	50. Wisconsin
Мичиган	____	51. Wyoming

Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the list of places below. See if you can tell what the locations are, using cognates. Remember to use your knowledge of other languages, as well as English.
- Pick two places you'd like to go.
- Discuss the clues that helped you recognize the locations.
- Be prepared to share your results with the class.

---

(1) РЕСТОРАН

(2) ТЕАТР

(3) СТАДИОН

(4) КАФЕТЕРИЯ

(5) ПАРК

(6) ПОЛИКЛИНИКА

(7) МАГАЗИН

(8) МУЗЕЙ

Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through columns 2 and 3 below and make a list of all the cognates you recognize.
- Discuss the clues that helped you recognize them.
- Be prepared to share your results with the class.

Герои XXIV Игр

34 спортсмена завоевали в Сеуле по нескольку наград. По просьбе читателей «Правды» представляем героев закончившейся Олимпиады.

Имя, фамилия	Страна	Вид спорта	МЕДАЛИ З	С	Б	И
1. Кристин Отто	ГДР	плавание	6	0	0	6
2. Мэтт Бионди	США	плавание	5	1	1	7
3. Владимир Артемов	СССР	гимнастика	4	1	0	5
4. Даниэла Силиваш	Румыния	гимнастика	3	2	1	6
5. Дмитрий Билозерчев	СССР	гимнастика	3	0	1	4
6. Флоренс Гриффит-Джойнер	США	л/атлетика	3	1	0	4
7. Жанет Эванс	США	плавание	3	0	0	3
8. Валерий Люкин	СССР	гимнастика	2	2	0	4
9. Светлана Богинская	СССР	гимнастика	2	1	1	4
10. Елена Шушунова	СССР	гимнастика	2	1	1	4
11. Карл Льюис	США	л/атлетика	2	1	0	3
12. Кристофер Дэвисобс	США	плавание	2	1	0	3
13. Биргит Шмидт	ГДР	г/байдарка	2	1	0	3
14. Сильке Хернер	ГДР	плавание	2	0	1	3
15. Даниэла Хунгер	ГДР	плавание	2	0	1	3
16. Катрин Майсснер	ГДР	плавание	2	0	1	3
17. Грег Вартон	США	г/каноэ	2	0	0	2
18. Ольга Брызгина	СССР	л/атлетика	2	0	0	2
19. Трой Дэлэн	США	плавание	2	0	0	2
20. Тамаш Дарньи	Венгрия	плавание	2	0	0	2
21. Аня Фихтель	ФРГ	фехтование	2	0	0	2
22. Жолт Дьюлан	Венгрия	г/байдарка	2	0	0	2
23. Николай Журавский	СССР	г/каноэ	2	0	0	2
24. Дженни Джойнер-Кирси	США	л/атлетика	2	0	0	2
25. Сергей Харьков	СССР	гимнастика	2	0	0	2
26. Ким Су-Ньюн	Ю. Корея	с/из лука	2	0	0	2
27. Стив Льюис	США	л/атлетика	2	0	0	2
28. Грег Луганис	США	п/в воду	2	0	0	2
29. Януш Мартинек	Венгрия	с/пятиборье	2	0	0	2
30. Анке Нотнагель	ГДР	г/байдарка	2	0	0	2
31. Виктор Ренайский	СССР	г/каноэ	2	0	0	2
32. Николь Упхофф	ФРГ	конный спорт	2	0	0	2
33. Гинтаутас Умарас	СССР	велоспорт	2	0	0	2
34. Каролин Валде	Канада	син. плавание	2	0	0	2

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Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning/Intermediate

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the ad below and underline all the cognates you recognize.
- Discuss the clues that helped you recognize them.
- Be prepared to share your results with the class.

НА ЗИМНИЙ ОТДЫХ — САМОЛЕТОМ!

Приближаются школьные каникулы.

Многие ребята отправятся на экскурсию по достопримечательным местам, в зимние пионерские лагеря, на туристические базы.

К услугам юных москвичей самые скоростные воздушные лайнеры!

Полет на многоместном аэробусе «ИЛ-86» в Ташкент и Новосибирск займет 4 часа, в Симферополь и Минводы — 2 часа 20 мин., в Ленинград — 1 час 35 мин.

Сверхдальний высокоскоростной авиалайнер «ИЛ-62» доставит ребят в Хабаровск за 7 час. 45 мин., в Красноярск — за 4 часа 30 мин.

На комфортабельном самолете «ТУ-154» юные путешественники долетят до Кемерова за 4 часа, до Еревана — за 2 часа 35 мин., до Сочи — за 2 часа 15 мин.

Справки по телефону 155-09-22.

ПРИГЛАШАЕМ В ПОЛЕТ!

АЭРОФЛОТ

ГЛАВНОЕ АГЕНТСТВО
ВОЗДУШНЫХ СООБЩЕНИЙ

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Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the ads below. Which concert would you choose to attend if you were fond of:
  - o vocal music ____
  - o string instruments ____
  - o chamber music ____
  - o piano music ____
  - o orchestra music ____
- Discuss the clues you used to recognize cognates and identify the appropriate ad.

(1)
КОНЦЕРТНЫЙ ЗАЛ
ИНСТИТУТА
имени ГНЕСИНЫХ
30 ноября
ВЕЧЕР ИТАЛЬЯНСКОЙ
МУЗЫКИ
Алла АБЛАБЕРДЫЕВА.
(сопрано)
Ансамбль старинной музыки
Скарлатти, Альбинони,
Перголези, Вивальди

(2)
КАМЕРНЫЙ ЗАЛ
В ОЛИМПИЙСКОЙ ДЕРЕВНЕ
1 февраля
ФОРТЕПЬЯННАЯ МУЗЫКА
Лауреат международных конкурсов
СТАНИСЛАВ БУНИН.
Моцарт, Шопен, Дебюсси

(3)
КАМЕРНЫЙ ЗАЛ
В ОЛИМПИЙСКОЙ ДЕРЕВНЕ
4 февраля
ПАГАНИНИ
Сонаты для скрипки и гитары
Заслуженный артист РСФСР
Эдуард ГРАЧ.
Андрей ГАРИН.
Начало в 19 час,30 мин,
Справки по телефону 437-56-50

(4)
МАЛЫЙ ЗАЛ
КОНСЕРВАТОРИИ
7 декабря
Камерный оркестр
Мосгорконцерта
Дирижер - Н. ЖУКОВ.
Государственный квартет
имени ШОСТАКОВИЧА

(5)
БОЛЬШОЙ ЗАЛ
КОНСЕРВАТОРИИ
29 ноября
ГОСУДАРСТВЕННЫЙ
АКАДЕМИЧЕСКИЙ
СИМФОНИЧЕСКИЙ
ОРКЕСТР СССР
Дирижер - Е. СВЕТЛАНОВ.
Солистка - Н. ГУТМАН.

105

Reading Worksheet
Reading Russian
Practice: Recognizing Cognates
Level: Beginning

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the itinerary below and answer the questions.
- Remember: You don't have to understand every word! Just look for the information you need, and take advantage of the cognates you can identify.

1. This program was prepared for a group of visiting Russian teachers. Look through it to determine the following:

   What city (republic) is being visited?
   How long is the visit?
   Where is the visiting group from?

ПРОГРАММА
пребывания группы преподавателей русского языка
из США в г. Вильнюсе

24 июня, суббота

8.15 Встреча на вокзале, размещение в гостинице «Летува».
I.00-I9.00 Поездка в г.Каунас.

25 июня, воскресенье

I0.00-I9.00 Поездка в Румшишкес.

26 июня, понедельник

I0.00-I0.45 Встреча с проректором Вильнюсского государственного университета проф. М. Григорайтисон.
II.00-I2.30 Экскурсия по университету.
I3.00-I4.30 Обед.
I5.00-I9.00 Экскурсия по городу.

27 июня, вторник

Свободное время.

I5.00 Отъезд в аэропорт.
I7.45 Вылет.

2. Look through the program again to find this additional information. You will need a map of the Soviet Union to complete this assignment.

   How is the group getting to Вильнюс?
   Where will they stay?
   What cities will they visit?
   What will they see in Вильнюс?

Initial Instruction:

Using Background Knowledge

Practice:

Using Background Knowledge

Practice Worksheets:

Using Background Knowledge

Lesson Plan
Initial Reading Strategy Instruction:
Using Background Knowledge

Purposes:

- Students receive instruction in using **background knowledge** to scan an L2 reading passage.
- Students predict content of an L2 text using their **background knowledge**.
- Students check their prediction by scanning an L2 text for specific information, using **cognates** and their **background knowledge**.

Materials: Reading Worksheet 5*

Instruction: Day 6*

Focus of Instruction

Part A	Teacher	Orient class to reading instruction	1 minute
Part B	Teacher	Provide initial instruction in using background knowledge	2-3 minutes
Part C	Teacher	Model use of background knowledge	2-3 minutes
Part D	Whole Class	Use background knowledge to predict content of L2 text	5 minutes
Part E	Whole Class	Analyze L2 text using background knowledge and cognates	5 minutes
Part F	Teacher	Summarize instruction	2 minutes

* The designations of "Reading Worksheet 5" and "Day 6" are arbitrary. They suppose two days of practice in recognizing and using cognates (Days 4 and 5; Reading Worksheets 3 and 4).

V. Initial Reading Strategy Instruction: Using Background Knowledge

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Teacher orients class to reading instruction	1 minute
Remind class of their strategy work in inferencing using cognates. Today they're going to get the next installment in reading strategies: using **background knowledge** when reading, or remembering to use what they already know.	
B. Teacher provides initial instruction in using background knowledge	2-3 minutes
Tell Ss that in approaching any task (and most certainly L2 reading), it's vital to use what you already know. You're going to refer to this strategy/skill as using **background knowledge**.	
Tell Ss that using **background knowledge** doesn't mean simply remembering names and dates. We know all sorts of things and have expectations about them, such as:	
- what typically happens in a restaurant, when we ride the bus, or go to school	
- what kinds of information tends to appear in ads, television guides, or recipes	
- how information tends to be organized in a newspaper article, a textbook, or a mystery novel.	
We can use these expectations, called scripts and/or schema (the plural is "schemata"), when we read or get ready to read. Accessing this type of background knowledge generally aids the reader in predicting and interpreting the text.	

Utilizing what is already known can be particularly helpful to the L2 reader in negotiating language beyond his or her proficiency.

Activity Option Box

> You may prefer to introduce the notion of "using background knowledge" by having students work with an English text first.
>
> For example, have Ss read a newspaper article on a topic which they know a great deal about (e.g., sports, entertainment). Then have them read an article for which they have little background knowledge (e.g., business, real estate). Have them compare their degrees of comprehension.
>
> Students may understand more clearly how they are intended to use strategy (and the resource of their own memory!) if they begin in a language they already know.

C. Teacher models use of background knowledge — 2 minutes

Distribute Reading Worksheet 5. (See Appendix D for sample worksheets in French and Spanish.)

Focus student attention on the text on the front of the worksheet.

Using this text, model how a person might think when **using background knowledge** to assist their reading comprehension. (A sample think aloud script is provided at the end of this lesson plan.)

Reading Worksheet 5
Reading Russian

Here is an opportunity for you to practice using your background knowledge while reading Russian.

— Get into groups of two.

— Look at the ad for a film festival below briefly and then using your background knowledge, discuss with your partner what kinds of information you think will be contained in the ad.

— Use your background knowledge of ads and films to identify the names of films and any other information that you can in this text.

— Don't forget to take advantage of cognates!

— Share your results with other groups in the class.

В кинотеатрах: «РОССИЯ
«ЗАРЯДЬЕ» (Синий зал), Ижени
Моссовета, Центральном детском
с 17 по 19 октября

ФЕСТИВАЛЬ ФИЛЬМОВ УОЛТА ДИСНЕЯ

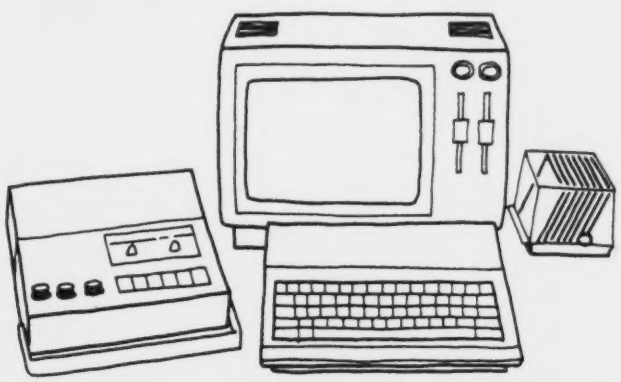
В программе:
мультипликационные фильмы — «ФАНТАЗИЯ», «БЕЛОСНЕЖКА И СЕМЬ ГНОМОВ», «БЭМБИ», «101 ДАЛМАТИНСКИЙ ДОГ», «МАЛЕНЬКИЙ ВИХРЬ», «ХРАБРЫЙ ПОРТНЯЖКА», «ПРОСТУПОК ДОНАЛЬДА», «ПОИНТЕР».
Торжественное открытие в кинотеатре «Россия» 16 октября в 19 час. с демонстрацией фильма «ФАНТАЗИЯ».

Reading Worksheet 5
Reading Russian:
Using Background Knowledge
Level: Beginning/Intermediate

Look at this text. Look at the picture. What do you think this text is about?

Фирменный магазин-салон «РАДИОТЕХНИКА»

с 13 по 15 сентября
проводит лекции-демонстрации персонального компьютера ПК-01 «ЛЬВОВ».



Специалисты Львовского объединения расскажут о возможностях компьютера, его применении, ознакомят с техническими параметрами изделия, ответят на вопросы посетителей.

Магазин работает с 10 до 19 час.

Адрес фирменного магазина-салона «Радиотехника»: **Новокузнецкая ул., 17/19.**

Телефон для справок 233-17-79.

Aspects to Highlight in Modelling
Using Background Knowledge

- Set a situation where you would realistically be reading this text (e.g., you're looking through a Russian newspaper and you see this ad.)

- Look at the large print first to get a general idea of what the ad is for. Recognize a few cognates that help you to orient yourself.

- Use these cognates to activate background knowledge. Say aloud what comes to your mind, given your knowledge of this topic.

- Don't try to understand every word on the page.

- Look at the text within the framework of what you know on the topic. Make sure this helps you to comprehend what you're reading. Say aloud the connections you make between what you hold in your memory about the topic and the L2 words you find on the page.

D. Ss use **background knowledge** to predict content of an L2 text
(Whole Class Discussion)

5 minutes
Reading Worksheet 5

Have students flip over to the back of Reading Worksheet 5. (See Appendix D for sample worksheets in French and Spanish.)

Say to Ss, "Look at this. I want you to use your **background knowledge**. You already know a lot about this L2 text, without reading a word. Look at the format. Look at the physical appearance of the thing. Look at the picture. What does this text look like?" (Hopefully, Ss will say it looks like an ad, or a computer ad.)

Have Ss cover the worksheet so they cannot see it. At this point, they are not to rely upon the ad, but upon what's already in their heads. Have them use their **background knowledge** to predict what kind of things they think will appear in a computer ad. Prompts:

- What do you know about this kind of thing? It's about computers & it's an ad.

- What kinds of information do you think will be in a computer ad?

Possible Student Responses

prices the name of the computer technical information about the computer service available location of the store telephone number for more information

Write student comments on the board.

E. Ss analyze L2 text using background knowledge and cognates (Whole Class) — 5 minutes

Have class uncover Reading Worksheet 5 and examine the ad for the appearance of the information they predicted.

Remind them that the text is not "controlled" to make sure that they find only words they know. This is a real L2 computer ad, and they should not be discouraged at encountering unfamiliar words. Remind them to look for and use **cognates**.

Prompts to Guide Student Analysis

- Look at the information you thought the ad would include. (Point to the list on the board.) Here, you thought you'd see a price. Do you see anything in the ad that looks like a price?

- Do you see any words that look like **cognates** that can help you find information?

- Is there information missing that surprises you?

- Is there information included that's different from what you expected?

Note: Use specific information in the ad that Ss miss to prompt further analysis (i.e., cognates).

F. Teacher summarizes instruction — 2 minutes

Conclude by re-emphasizing that using **background knowledge** goes beyond remembering dates & names.

It's important to realize that events tend to follow certain "scripts" and that we organize what we know about things (houses, movies, ads, texts) into "schemata" that help us to predict and infer.

Using **background knowledge** is essential in helping L2 readers glean information from authentic L2 text, which so often is above their current proficiency level.

Ss will be getting frequent practice in using **background knowledge** and recognizing **cognates** throughout the year. Your goal is for this to become a quick and automatic process that aids their L2 reading!

Sample Think Aloud Modeling
Using Background Knowledge

Let me look at this reading text. It looks like it is set up like some kind of advertisement or announcement. I'll look at the big print and see if I recognize any of the words. Oh good! All these words are cognates. It says a Walt Disney Film Festival. I've seen a lot of Walt Disney movies so maybe I can figure out some of the titles of the movies being shown. Snow White was always one of my favorites. I wonder if they'll show that in the Soviet Union?

The first film looks like "Fantasy". What could that be? Hmm... Фан та зи я. Oh, it must be "Fantasia." "Bambi" is easy to recognize and so is "101 Dalmatians." I wonder what this second film is? «Белоснежка и семь гномов». I don't know a lot of these words. I know *seven*. The first word kind of reminds me of *white*. Maybe it is "Snow White and the Seven Dwarves" That would make sense.

I see numbers and months in the ad. Those are probably the dates and times of the films.

I think it would be kind of funny to see a Walt Disney movie in Russian.

VI. Practice:
Using Background Knowledge

Purposes:

- Students review instruction in the reading strategy of **using background knowledge**.
- Students practice using their background knowledge to predict content of an L2 text.
- Students practice scanning an L2 text for specific information, using cognates and their background knowledge.
- Students analyze their own use of background knowledge.

Materials: Practice Worksheets

Instruction: Teacher determines the number of days of instruction to devote to practice of this strategy.

The amount of practice you give students in using their **background knowledge** to predict the content of an L2 text is a decision only you can make.

Russian practice worksheets are presented in this section. Practice worksheets in French and Spanish are presented in Appendix E. These worksheets permit isolated practice of using background knowledge. Subsequent strategy sequences ("VII. Previewing", "IX. Scanning", and "XI. Predicting") do require students to apply their **background knowledge** but using background knowledge is not the sole focus of these activities.

All practice sessions are designed to take 5-10 minutes.

For the purposes of this guide, the next strategy section ("VII. Previewing") is arbitrarily designated as beginning on Day 9. This assumes that students will practice using their background knowledge "in isolation" on two separate occasions (Days 7 and 8).

Using Background Knowledge:

Practice Worksheets

Reading Worksheet
Practice: Using Background Knowledge
Level: Beginning/Intermediate

In order to understand the meaning of a text we must use our BACKGROUND KNOWLEDGE. This means using information which is already in our head about the subject matter. Thus, efficient reading involves checking information in the text against what we already know.

You will now get a chance to practice using your background knowledge while reading Russian. Here is what to do.

Our Expectations

Don't read the text yet.

The text in the box on the reverse side of this page is an ad for a pleasure cruise. Work in pairs. Your task is to make plans to go on a boat trip.

First, use your background knowledge to make a list about the kinds of information you'd expect to see in an ad like this.

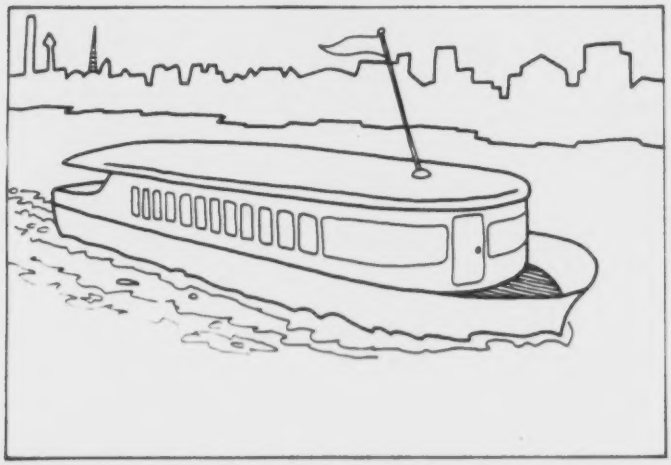
Second, use the ad to find the information you need to make your plans for the trip. Don't forget to take advantage of cognates!

Is there information in the ad that surprises you? Is there information missing that you expected to see?

НАВИГАЦИЯ ОТКРЫТА!

МОСКОВСКИЙ ПАССАЖИРСКИЙ ПОРТ

приглашает совершить увлекательные поездки на теплоходах по каналу имени Москвы и Москве-реке.



Билеты можно приобрести для поездки по Москве-реке в кассах городских пристаней, по каналу имени Москвы — в кассах московского Северного речного вокзала.

Телефоны: 118-78-11, 457-40-50.

По вопросам организации коллективных поездок обращаться в коммерческий отдел порта по адресу: Ленинградское шоссе, 51.

Телефон 459-74-76

Речфлот

29/IV-89

Reading Worksheet
Practice: Using Background Knowledge
Level: Intermediate

Here is an opportunity to practice using your **background knowledge** while reading Russian. Here is what to do.

- Get into groups of two.
- Look at the picture and decide what the text is going to be about.
- Read the text silently. Stop when you encounter something that doesn't make sense and discuss it with your partner.

В Соединенных Штатах Америки обнаружены ранее неизвестные произведения Эрнеста Хемингуэя – пять коротких рассказов и незаконченный роман на 300 страницах, а также многочисленные личные письма. Имя этого музыканта, лауреата международных конкурсов, известно во всех странах мира. Они хранились в ящиках с архивом Хемингуэя в библиотеке Джона Ф. Кеннеди. В его программе прозвучат сочинения Баха и Шуберта. Короткие рассказы будут опубликованы в ноябре сего года вместе с новой биографией писателя.

- Share with the other groups the reasons that made you decide what does not belong.

Initial Strategy Instruction:
Previewing

Practice:
Previewing

Practice Worksheets:
Previewing

Lesson Plan
Initial Reading Strategy Instruction:
Previewing

Purposes:

- Students receive instruction in **previewing** L2 text to identify its general topic.
- Students **preview** L2 texts and identify their general topics.
- Students practice using **cognates** and their **background knowledge** during previewing.

Materials: Reading Worksheet 8*

Instruction: Day 9*

Focus of Instruction

Part A	Teacher	Orient class to reading instruction	1 minute
Part B	Teacher	Provide initial instruction in previewing	3-4 minutes
Part C	Teacher	Model use of previewing	2 minutes
Part D	Students (Pairs)	Use previewing to classify L2 texts into general topic categories	3-4 minutes
Part E	Whole Class	Analyze use of previewing	3-4 minutes
Part F	Teacher	Summarize instruction	2 minutes

* The designations of "Reading Worksheet 8" and "Day 9" instruction are arbitrary. They suppose two days of practice in using background knowledge when reading L2 texts (Days 7 and 8; Reading Worksheets 6 and 7).

VII. Initial Reading Strategy Instruction: Previewing

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Teacher orients class to reading instruction	1 minute

Remind class of their reading strategy work to date: inferencing with cognates, and using background knowledge to predict text content.

Today's strategy instruction will focus upon: **previewing** L2 text to identify its general topic.

B. Teacher provides initial instruction in **previewing**	3-4 minutes

Ask Ss if they always read thoroughly every text they encounter. For example, ask them to describe how they approach the sports page in the newspaper. Do they check the headlines and photos before deciding to read the article? Write their responses on the board.

Tell Ss that before we actually read something, we often look over it quickly, to identify whether it's worth reading or not, or whether reading it interests us. We don't just read every text we find.

Points about Previewing

> **Previewing** is an important reading strategy, regardless of the language being read (L1, L2, etc.).
>
> Previewing an L2 text gives the reader quick insight into the text's general topic. Knowing generally what something is about prior to reading assists comprehension. It also allows the reader to decide whether to read on and helps the reader avoid getting bogged down in the specifics of the text.

Activity Option Box

You may prefer to begin instruction in this strategy by having students practice previewing using an English text.

The advantage of beginning with an English text is that Ss can see how the strategy works with a language with which they are familiar.

Then have Ss practice previewing using an L2 text.

C. Teacher models use of **previewing**

2 minutes
Reading Worksheet 8

Distribute Reading Worksheet 8. Focus student attention on the one ad on the front of the worksheet. (See Appendix F for sample worksheets in French and Spanish.)

Using this ad, model the strategy of **previewing**. A sample think aloud script of how a person might think when previewing is included at the end of this lesson plan.

Aspects to Highlight in Your Modelling of Previewing

- State clearly that your task (reading purpose) is to identify generally the ad's topic.
- Look first at the parts of the ad that appear in boldface or larger type. These are usually the most important parts of the ad - the parts designed to catch your eye.
- Ignore words you don't know. Don't get bogged down in the specifics of the text. Skim, looking for the information to satisfy your purpose.

continued on the next page

Modelling Previewing
(continued)

- Find one word or phrase that tells you the ad's topic.

- As soon as you've made your identification, end your think aloud.

(Note: You may prefer to model this process with an English text first. Then re-model the process with an L2 text.)

Have the class analyze your think aloud for the **previewing** techniques you exhibited. Prompts:

- What information did I want to find?
- How did this reading purpose guide the way I looked at the ad?

- Where did I start looking for the information I wanted?

- Did I try to understand every word?
- When I found what I wanted to know, what did I do?

D. Students use **previewing** to classify L2 texts into general topic categories (Pairwork)

3-4 minutes
Reading Worksheet 8

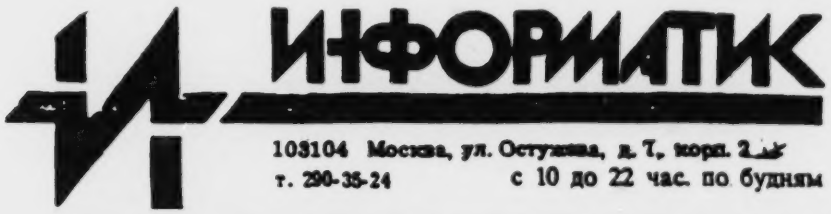
Have Ss flip over to the back of Reading Worksheet 8.

Working in pairs, Ss' task is to look over the collection of ads on the worksheet and decide which of the following categories the ads belong to: sports, education, theater, or music.

Keep the time short, so that Ss have to work quickly to get through all the ads.

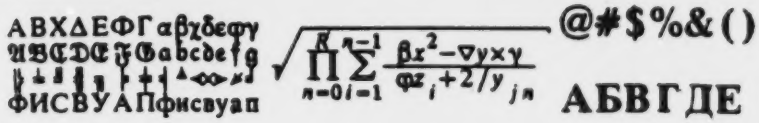
Reading Worksheet 8
Reading Russian:
Previewing
Level: Beginning/Intermediate

Advertisement A:
What's being advertised?



103104 Москва, ул. Остужева, д. 7, корп. 2
т. 290-35-24 с 10 до 22 час. по будням

предлагает набор шрифтов и драйверов для высококачественной печати русских, латинских, греческих и готических букв разного размера и конфигурации, а также цифр, математических символов и других знаков на лазерных принтерах персональных компьютеров



Reading Worksheet 8
Previewing (page 2)
Level: Beginning

These ads were published in a Moscow daily newspaper. Look them over to decide which of the following categories they belong to. Indicate the category in the space under each ad.

o	sports	o	theater
o	education	o	music

1

Театр-студия «ДРАМАТУРГ»

В помещении ДК имени С. М. Зуева
(Лесная ул., 18, ст. метро «Белорусская»)

13 февраля — А. Ставицкий
«ДОБРЫЙ ДЕНЬ, ГОСПОДИН ГОГЕН»
(драма в 2 действиях)

26 февраля — О. Кучкина
«ГУСЯТИН, ДО ВОСТРЕБОВАНИЯ»
(комедия в 2 действиях)

Начало спектаклей в 19 часов.
Билеты продаются в ДК имени Зуева с 17 до 19 часов.

2

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ имени М. ТОРЕЗА

на 1-й курс двухгодичного **ВЕЧЕРНЕГО ФАКУЛЬТЕТА СОВЕРШЕНСТВОВАНИЯ ЯЗЫКОВОЙ ПОДГОТОВКИ** дипломированных специалистов языкового профиля.

Факультет имеет отделения английского, немецкого и французского языков.

Прием заявлений — с 1 по 30 апреля ежедневно с 17 до 20 час., в субботу — с 11 до 14 час.

Адрес приемной комиссии: 119034, Москва, ул. Остоженка, 34, комн. 122 (вход со двора). Телефон для справок 203-12-28.

3

КОНЦЕРТНЫЙ ЗАЛ имени П. И. ЧАЙКОВСКОГО

15 февраля
абон. 10

Государственный академический симфонический оркестр СССР

Дирижер — Т. МЫНБАЕВ.
Солист — С. БУНИН.
Бах. Шуберт. Моцарт

4

СТАДИОН «ТОРПЕДО» ЗИЛ

27 марта
ФУТБОЛ
ЧЕМПИОНАТ СССР
«ТОРПЕДО» (Москва) — «ДНЕПР» (Днепропетровск)

Начало в 14.00.
Билеты продаются в кассах стадиона «Торпедо». Действительны билеты со штампом «19 марта».
Адрес стадиона: Восточная улица, дом 4.
Проезд: ст. метро «Автозаводская»

5

Госконцерт СССР

ДВОРЕЦ СПОРТА «ДИНАМО»
(ул. Лавочкина, 32)

Гастроли в СССР

4—6 марта

Музыкальный экспресс

«ПРАГА — БРАТИСЛАВА — МОСКВА»

Группа «ВВ-СИСТЕМА»,
Ред-группа «ЭЛАН»,
Ред-группа «ПРОТОТИП» (солист — Далибор Янда)
(Чехословацкая Социалистическая Республика)

Ред-группа «ДИАЛОГ»,
Ирина ОТИЕВА
(Советский Союз)

Начало в 19 час. 30 мин.
5 и 6 марта в 14 час.
и 19 час. 30 мин.

Билеты продаются в кассах Дворца спорта с 10 до 20 часов и кассах МДТЗК.

Принимаются коллективные заявки.

Справки по телефону 454-61-55.

6

ЦЕНТРАЛЬНЫЙ СТАДИОН «ДИНАМО»
Малая спортивная арена
40-й ЧЕМПИОНАТ СССР
ХОККЕЙ С МЯЧОМ

11 февраля — «ДИНАМО» (Москва) — «СТАРТ» (Горький)

14 февраля — «ДИНАМО» (Москва) — СКА (Хабаровск)

Начало в 13 часов.
Билеты продаются в кассах стадиона «Динамо» в день матча.

BEST COPY AVAILABLE

A Note of Caution

> Students may want to start at the beginning of each ad and go slowly, trying to identify every word and understand everything.
>
> Emphasize that **previewing** means looking for a key word or phrase that permits quick identification of the general topic.
>
> "Just look at this one quickly and ask, What is it? Oh, it's theater. How about this next one?"

E. Ss analyze use of **previewing** 3-4 minutes
(Whole Class Discussion)

Have pairs report their categorizations and analyze their own use of **previewing**. Prompts:

- What was your reading purpose? How did this affect how you look at these ads?
- Where did you start looking first for the information you wanted?
- What clues did you use to identify what type of ad this was?
- When you found what you wanted to know, what did you do? Did you move on to the next ad or did you find yourself getting bogged down in trying to understand the words in the ad?

F. Teacher summarizes previewing 1-2 minutes

Conclude by re-emphasizing that **previewing** is a special type of reading. It means skimming the L2 text to identify generally what the text is about.

Previewing doesn't require trying to understand every word in a text. When Ss preview, they shouldn't get bogged down in the specifics of the text.

Ask Ss when they might use **previewing** (e.g., to locate a particular type of ad in the newspaper, to find an article that interests them).

Think Aloud Modeling
Previewing

Sample Script

Okay, first I've got to find out what this ad is about. I can figure out most ads by looking at the big print. Hopefully I'll know these words. Let me see the biggest word is информатик. This sounds like it has something to do with information. Hmm what could this mean information. Maybe a TV program or new newspaper, but I'm not sure.

I think I'll look at the rest of the ad. The middle part looks like it's pretty hard to read. I'll skip that for now and look at the bottom. There are all these strange letters and numbers. It looks like different types of type script. This means the ad is probably about a new kind of typewriter or computer. I don't now if they have computers yet in the Soviet Union.

I think I'll look at the middle section now and see if it gives me any more clues. Let me see пред...ла...гает. I don't understand a lot of these words, but I think I'll just skip over them. Oh! Here I see русских. Well I certainly know this one. So it has to do with languages. Maybe I'll recognize some more words. I see another word I know матиматических. Must have something to do with math. Well, that's why there's all those numbers at the bottom. That reminds me I have a math test tomorrow. I should probably be studying for that. Anyway let me finish this first. The last word is computer. It's the same as in English. As a matter of fact couldn't персональных mean personal. So a personal computer. So maybe the ad is about a personal computer. Wait a minute right before that is a word that looks like printer. It's a laser printer. A laser printer is being advertised.

VIII. Practice: Previewing

Purposes:

- Students review instruction in the reading strategy of **previewing**.
- Students practice previewing of L2 texts.
- Students analyze their own use of previewing.

Materials: Practice Worksheets

Instruction: Teacher determines the number of days of instruction to devote to student practice of previewing.

The amount of practice you give students in **previewing** L2 texts for the general topic is a decision only you can make.

Several practice worksheets in Russian are presented in this section. Some require students to preview L2 texts and place them in categories (e.g., sports) depending on their topic. Others require students to preview one L2 text and state its general topic. See Appendix G for practice worksheets in French and Spanish.

All practice sessions are designed to take no more than 5-10 minutes. When you have Ss practice previewing, explicitly name the strategy and review its purpose and how it is applied when reading, as necessary. Also remind Ss that, when previewing, they should make use of cognates and their background knowledge.

For the purposes of this guide, the next strategy section ("IX. Predicting") is arbitrarily designated as beginning on Day 13. This assumes that students will practice using **previewing** on three separate occasions (Days 10, 11, and 12).

Previewing:

Practice Worksheets

Reading Worksheet
Reading Russian
Practice: Previewing

Here is an opportunity for you to practice your previewing skills. Previewing is a useful skill when you are looking through advertisements. Remember, when you preview, you just want to identify what the general topic of the text is.

The ad below was published in the Moscow daily Вечерняя москва. Look it over briefly and decide which of the following categories it belongs to:

theater
museum
sports
concert

Be prepared to share your clues with the class.

ОБЪЯВЛЕНИЯ

ГОСУДАРСТВЕННЫЙ ЦЕНТРАЛЬНЫЙ
МУЗЕЙ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ

имени М. И. Глинки
Экспозиция «МУЗЫКАЛЬНЫЕ ИНСТРУМЕНТЫ
НАРОДОВ МИРА»
Уникальные экспонаты
Адрес: 125047, Москва, ул. Фадеева, 4.
Проезд: ст. метро «Маяковская» или
«Новослободская».
Телефоны для справок: 251-10-66,
972-32-37.

Reading Worksheet
Reading Russian
Practice: Previewing

— Look at the ad below and decide which strategies you would use to figure out the general topic of the text.

— Using these strategies read the ad and find out what this ad is about.

— Share your results and your use of strategies with other groups.

БЫСТРО, ВКУСНО, УДОБНО!

Трест столовых Ленинградского района

приглашает вас посетить **ПРЕДПРИЯТИЯ БЫСТРОГО ОБСЛУЖИВАНИЯ**, расположенные по адресам:

ул. Адмирала Макарова, 45 — КАФЕТЕРИЙ
Ленинградский просп., 65 — СОСИСОЧНАЯ
ул. В. Ульбрихта, 14-а — СОСИСОЧНАЯ
Петрозаводская ул., 34 — КАФЕТЕРИЙ
Фестивальная ул., 28 — КАФЕТЕРИЙ.

Здесь вы сможете попробовать разнообразные безалкогольные коктейли, соки, мороженое.

В продаже имеются горячие сосиски, кофе, бутерброды.

Reading Worksheet
Reading Russian
Practice: Previewing
Level: Beginning/Intermediate

Here is an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify what the general topic of the text is.

- Work with a partner.
- Using the illustration, your Russian, your background knowledge and taking advantage of cognates, preview the text below. Generally, what's the text about?
- Share your ideas with other groups.

ЭКСПРЕСС-КАФЕ

Популярностью у москвичей и гостей столицы пользуется кафе, которое только что открылось на Новой площади, в доме № 8. Здесь, в небольшом, уютном помещении, посетители могут получить чай, кофе, курыгриль. Быстрое обслуживание исключает очереди.

НА СНИМКЕ: в зале кафе.

Фото Г. ШПУНЬКИНА.

BEST COPY AVAILABLE

Reading Worksheets
Reading Russian
Practice: Previewing
Level: Beginning/Intermediate

The ad below was published in the Moscow daily **Вечерняя Москва.** Look over it briefly and decide which of the following categories it belongs to:

theater
sports
art
music

Be prepared to share your clues with the class.

ВСЕСОЮЗНОЕ МУЗЕЙНОЕ ОБЪЕДИНЕНИЕ
ГОСУДАРСТВЕННАЯ
ТРЕТЬЯКОВСКАЯ
ГАЛЕРЕЯ

ВЫСТАВКА
ЖИВОПИСИ XX ВЕКА

из собрания барона
Г. Г. ТИССЕН-
БОРНЕМИСА
(Швейцария)

Представлено 40 полотен крупнейших художников-модернистов нашего столетия — Пикассо и Дали, Шагала и Кандинского, Леже и Пикабиа, Гончаровой и Ларионова...

Выставка работает ежедневно, кроме понедельника, с 10 до 20 час., кассы — до 19 час.

Адрес: Крымский вал, 10.

Справки по телефону 230-77-88.

Выставка работает по 9 октября.

BEST COPY AVAILABLE

Reading Worksheets
Reading Russian
Practice: Previewing
Level: Beginning/Intermediate

The ad below was published in the Moscow daily **Вечерняя Москва.** Look over it briefly and decide which of the following categories it belongs to:

ballet
circus
opera
rock concert
soccer match

Be prepared to share your clues with the class.

Спортивно-зрелищный комплекс «ИЗМАЙЛОВО»
С 8 июля по 2 октября

ЦИРКОВОЕ ПРЕДСТАВЛЕНИЕ

с участием Игоря КИО и ведущих мастеров советского цирка и эстрады.

В программе: дрессированные морские львы, медведи..собаки и другие животные.

Начало в 19 час., по субботам и воскресеньям — в 12, 15 и 19 час.

Билеты продаются в кассах спорткомплекса и в районных театральных кассах.

Проезд: ст. метро «Преображенская площадь», далее авт. 34, 52, 230, тролл. 32, 41 до ост. «Спорткомплекс «Измайлово».

Телефоны: 166-25-54; 166-20-09.

Reading Worksheet
Reading Russian
Practice: Previewing
Level: Intermediate

Here is an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify what the general topic of the text is.

- Work by yourself.
- On the flip side of this page are several ads featuring educational opportunities. Which ad would you read for greater detail if you were interested in..

	Ad #		Ad #
... history?	_____	... medicine?	_____
... chemistry?	_____	... engineering?	_____

- Share your results with other students. What clues did you use to identify the topics?

1

МЕДИЦИНСКОЕ УЧИЛИЩЕ No. 18
ОБЪЯВЛЯЕТ ПРИЕМ
на подготовительные курсы лиц, окончивших 8 и 10 классов, а также учащихся 8 и 10 классов.
Училище готовит:
медицинских сестер (на дневном отделении)
медицинских сестер (на вечернем отделении).
Прием заявлений ежедневно с 10 до 17 часов, кроме воскресенья.
Адрес училища: 123436, Москва, ул. Курчатова, 23.
Проезд: ст. метро «Щукинская», авт. 240.
Справки по телефонам: 190-52-86, 190-52-90.

2

ИНСТИТУТ ИСТОРИИ СССР
Академии Наук СССР
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
история СССР, с отрывом от производства и без отрыва от производства.
историография, с отрывом и без отрыва от производства.
Прием документов - до 31 июля. Экзамены - с 1 сентября.
Справки по адресу: 117036, Москва, ул. Ульянова, 19, отдел аспирантуры Института истории СССР АН СССР.
Телефон: 126-94-79.

3

ВСЕСОЮЗНЫЙ ЗАОЧНЫЙ
ИНЖЕНЕРНО-СТРОИТЕЛЬНЫЙ ИНСТИТУТ
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
с отрывом и без отрыва от производства - строительные конструкции, строительные материалы.
с отрывом от производства - технология машиностроения.
без отрыва от производства - районная планировка, ландшафтная архитектура.
Прием заявлений - до 20 сентября. Вступительные экзамены с 1 октября. Документы направлять по адресу: 109807, Москва, Ср. Калитниковская ул., 30, ВЗИСИ, отдел аспирантуры.
За справками обращаться по телефону 278-23-00.

4

Вечерние и заочные подготовительные курсы
при МОСКОВСКОМ ХИМИКО-ТЕХНОЛОГИЧЕСКОМ ИНСТИТУТЕ имени Д.И. МЕНДЕЛЕЕВА
учащихся 10-х классов и работающую молодежь со средним образованием.
Срок обучения на курсах - 8 месяцев.
Окончившим курсы выдается удостоверение.
Начало занятий - с 1 октября.
Адрес: 12580, Москва, Ф-47, Миусская ул., 3.
Телефон 258-85-20.

Initial Strategy Instruction:
Scanning

Practice:
Scanning

Practice Worksheets:
Scanning

Lesson Pla
Initial Reading Strategy Instruction:
Scanning

Purposes:

- Students receive instruction in **scanning** L2 text for specific information.
- Students **scan** L2 texts and identify specific information.
- Students practice using cognates, background knowledge, and previewing skills while **scanning** L2 text.
- Students analyze their own use of **scanning**.

Materials: Reading Worksheet 12*

Instruction: Day 13

Focus of Instruction

Part A	Teacher	Orient class to reading instruction	1 minute
Part B	Teacher	Provide initial instruction in scanning	3-4 minutes
Part C	Teacher	Model use of scanning	2 minutes
Part D	Whole Class	Scan L2 text for specific information	3-4 minutes
Part E	Whole Class	Analyze use of scanning	2-3 minutes
Part F	Teacher	Summarize scanning	1 minute

* The designations of "Reading Worksheet 12" and "Day 13" instruction are arbitrary. They suppose three days of practice in previewing L2 texts (Days 10, 11, and 12; Reading Worksheets 10 and 11).

IX. Initial Reading Strategy Instruction: Scanning

Remarks/Highlights	Time/Materials

A. Teacher orients class to reading instruction — 1 minute

Remind class of their strategy work to date: inferencing with cognates; using background knowledge to predict text content; previewing L2 text to identify its general topic.

Today's strategy instruction will focus upon: **scanning** L2 text to identify specific information.

B. Teacher provides initial instruction in scanning — 3-4 minutes

Tell Ss that, to a certain extent, they've already been practicing **scanning**.

> **Scanning** is when you read a text looking for specific information.
>
> In the classroom, students are typically asked to read a text and answer a list of questions. They can either read the entire text and then answer the questions, or they can read the questions and then **scan** the text to find that specific information.
>
> In the real world, we **scan** texts for specific information we ourselves want to find.
>
> For the L2 reader, **scanning** is a very useful skill, because many authentic L2 texts contain language beyond the reader's current proficiency level. By knowing what information you're looking for in the L2 text and scanning for it specifically, it's often possible to understand a text that would otherwise have been inaccessible.

When have Ss **scanned**?

- Students have **scanned** when they were looking specifically for cognates to help themselves understand.

- When previewing ads and other texts, Ss were actually looking for key words to help them answer a specific question.
  In the case of previewing, the specific question to be answered was: What's the general topic? (Typically, looking to identify the general topic is called skimming.

Activity Option Box

As with the other strategies, you may wish to begin instruction in **scanning** by having Ss scan an English text.

Once they have a clear understanding of how the strategy works, you would then have them scan an L2 text.

C. Teacher models scanning

2-3 minutes
Reading Worksheet 12

Distribute Reading Worksheet 12. Focus student attention on the question to be answered ("Who was this transcript issued to?"). (See Appendix H for sample worksheets in French and Spanish.)

Using the text on the worksheet and the question to be answered, model the strategy of **scanning**. (A sample think aloud script of how a person might think when scanning is presented at the end of this lesson plan.)

Reading Worksheet 12
Scanning for Specific Information
Level: Beginning

Below is a university transcript. Examine it to answer the question: **Who was this transcript issued to?**

ПРИЛОЖЕНИЕ К ДИПЛОМУ No. 645789

ВЫПИСКА

из зачетной ведомости (без диплома недействительна)

Рыжиков Иван Денисович за время пребывания на филологическом факультете Ленинградского ордена Ленина государственного университета им. А.А. Жданова с 1976 по 1978 год сдал экзамены и зачеты по следующим дисциплинам по специальности английский язык и литература.

1.	История КПСС ч. I	хорошо
2.	История КПСС ч. II	удовлетв.
3.	Политическая экономия ч. I	хорошо
4.	Политическая экономия ч. II	удовлетв.
5.	Диалектический материализм	удовлетв.
6.	Исторический материализм	удовлетв.
7.	История философии	хорошо
8.	Введение в языкознание	хорошо
9.	Современный русский язык	удовлетв.
10.	Английский язык	хорошо
11.	Немецкий язык	хорошо
12.	История английского языка	удовлетв.
13.	Введение в английскую филологию	хорошо
14.	Теоретическая грамматика англ. языка	удовлетв.
15.	Теоретическая фонетика	удовлетв.
16.	Лексикология	хорошо
17.	Латинский язык	хорошо
18.	История Англии	удовлетв.
19.	География Англии	хорошо
20.	Педагогика	хорошо
21.	Педагогическая практика	хорошо
22.	Методика преподавания	зачет
23.	История русск. литературы XIX века I	хорошо
24.	История русск. литературы XIX века II	хорошо
25.	История русск. литературы XX века и советской	удовлетв.
26.	История зарубежной литературы средних веков и эпохи Возрождения	хорошо
27.	История зарубежной литературы XVII-XVIII веков	хорошо
28.	История зарубежной литературы XIX века	удовлетв.
29.	История зарубежной литературы XX века	удовлетв.
30.	Логика	зачет
31.	Психология	зачет
32.	Теория литературы	-----
33.	Курсовая работа	удовлетв.
34.	Курсовая работа	хорошо
35.	Курсовая работа	хорошо
36.	Курсовая работа	хорошо
37.	Спецкурс	зачет
38	Спецкурс	зачет
39.	Спецсеминар	зачет
40.	Спецсеминар	зачет

Now scan the university transcript to answer these two questions:

- What institution issued it?
- What is the graduate's major?
- Did the graduate take any language courses?

Aspects to Model in Your Scanning

- State clearly the information you want to find. This must relate specifically to the question.
- Generate one or two L2 words that might be included in any answer to the question.
- Look for these words, or synonyms. Look first at any parts of the text that are in boldface or larger type.
- Ignore words you don't know. Don't get bogged down in reading the text. You are scanning for specific information.
- Find a word or group of words that address the question.
- Once you've located the possible answer, slow your reading down and examine the surrounding text more closely. Decide whether or not you've found all the information you were looking for.

(Note: If you began instruction using an English text, you may wish to give a think aloud that models **scanning** using that text. Then re-model scanning using an L2 text.)

Have the class analyze your think aloud for the techniques important to **scanning**. Prompts:

- What information was I looking for?
- How did I identify what I was looking for? (I used the questions.)
- Once I knew specifically what to find, what did I stop and think about before I started looking?
- Did I try and understand every word I read? What was I looking for?

- When I found what I was looking for, what did I do? (I read more carefully, to make sure.)

- How is scanning different from previewing? (With previewing, you're looking for general information. With scanning, you're looking for specifics.)

D. Ss scan L2 text for specific information (Whole Class) — 3-4 minutes

At the bottom on Reading Worksheet 12, there are more questions to be answered. Direct Ss' attention to these questions.

As a class, **scan** for the answer to the first question. Have Ss:

- read the question.

- generate one or two L2 words that might be included in the answer.

- scan the text, looking for those or similar words, as well as any cognates that can help them zero in on the answer to the question.

A Word of Caution

> Don't let Ss bog down in slow reading. Resist their tendency to want to know what the unfamiliar words mean.
>
> "You're looking for certain information. Do you think that word is important to your search?"

Have Ss answer the list of questions in a similar fashion.

E. Ss analyze use of scanning — 2-3 minutes
(Whole Class Discussion)

Have Ss analyze their own use of **scanning**, using prompts similar to when they analyzed your think aloud:

- What information were you looking for? Was this general or specific information?
- How did you identify what you were looking for?
- Once you knew specifically what you had to find, did you stop and think about L2 words you knew before you started looking?
- Did you try and understand every word you read?
- When you found what you looking for, what did you do? Did you slow down and read more carefully, to make sure you'd found what you were looking for?

F. Teacher summarizes scanning — 1 minute

Conclude by re-emphasizing that **scanning** is a special type of reading. It means looking over the L2 text to find specific information.

Scanning, like previewing, doesn't require trying to understand every word in a text. That's why it's a useful strategy for L2 readers, who are constantly encountering unfamiliar words.

Think Aloud Modeling
Scanning

Sample Script

Okay, I'm supponsed to read this transcript. Let me see. I have to answer the question. Who was this transcript issued to? So this means I'm looking for someone's name. Well that shouldn't be too hard. Russian names are always so long. I'll look for a long name.

Where would a name appear on a transcript? I know on my tarnscript it appears near the top. So that's where I'll start. The only word I recognize on the first line is диплома. It sounds like diploma, but this is a transcript. Maybe in Russian диплома means *transcript*. Well in any case it's not a name. There's a number. That could be a student ID number. So the name should be close by.

I think I'll read on further because I don't see anything resembling a name yet. The list below is probably courses and grades. The name wouldn't be in there. I'll look at the first sentence here. Yes here it is. It's the first words Рыжков Иван Денисович. I know this is the name because Иван was in one of our dialogues.

Let me read the rest of this just to make sure. Well I see the name Ленин. I don't think the student's name would be Lenin. He died a long time ago. What's this? There's another name А. А. Жданова. I wonder why there are two names. Uhm the second name comes after the word университет. Maybe it's the name of the university just like our university is called университет имени Джорджа Вашингтона. Therefore it must be the first name. Yeah this is Иван's transcript.

X. Practice: Scanning

Purposes:

- Students review instruction in the reading strategy of **scanning.**
- Students practice scanning L2 texts for specific information.
- Students analyze their own use of scanning.

Materials: Practice Worksheets

Instruction: Teacher determines the number of days of instruction to devote to student practice of scanning.

> The amount of practice you give students in **scanning** L2 texts for specific information is a decision only you can make.
>
> Several practice worksheets in Russian are presented in this section. See Appendix I for practice worksheets in French and Spanish.
>
> All practice sessions are designed to take no more than 5-10 minutes. Review scanning prior to practice, as necessary. Also remind Ss that they can assist their scanning by making appropriate use of cognates and their background knowledge.
>
> For the purposes of this guide, the next strategy section ("XI. Predicting") is arbitrarily designated as beginning on Day 16. This assumes that students will practice using **scanning** on two separate occasions (Days 14 and 15).

Scanning:

Practice Worksheets

Reading Worksheet
Reading Russian
Practice: Scanning for Specific Information
Level: Beginning

Here is an opportunity for you to practice scanning Russian text for specific information. Remember: Just look for the information you need to find. Don't try to understand every word.

- Work in pairs.
- **Scan** the theater listings to find if there is a performance to which you could take a child.

ТЕАТРЫ: • КОНЦЕРТНЫЕ ЗАЛЫ: • СТАДИОНЫ: •

ГАБТ СССР. 16/I Золотой век. 17/I Сказание о граде Китеже.

ФИЛИАЛ МАЛОГО ТЕАТРА. Сп. Театрального училища имени М. С. Щепкина. 16/I Домик на окраине. 17/I Снегурочка.

АКАД. ТЕАТР имени Евг. ВАХТАНГОВА. В помещ. Театра имени Моссовета 16/I Лето в Нохме.

АКАД. ТЕАТР имени МОССОВЕТА. 17/I премьера. Человек как человек.

ФИЛИАЛ ТЕАТРА имени Вл. МАЯКОВСКОГО (ул. Хмелева, 21). 17/I Игра в джин.

АКАД. МУЗЫКАЛЬНЫЙ ТЕАТР имени К. С. СТАНИСЛАВСКОГО и Вл. И. НЕМИРОВИЧА-ДАНЧЕНКО. 16/I Деретя. 17/I Золушка.

ЦЕНТРАЛЬНЫЙ АКАД. ТЕАТР СОВЕТСКОЙ АРМИИ. Большой зал. 17/I премьера Дама с камелиями. Малый зал. 17/I Ужасные родители.

ДРАМ. ТЕАТР имени А. С. ПУШКИНА. Назнач. на 15/I сп. Я — женщина перенесен на 19/II. Билеты действительны. 16/I премьера Я — женщина. 17/I Луна в форточке.

ТЕАТР имени М. Н. ЕРМОЛОВОЙ. 17/I Утиная охота (200-й сп.).

ТЕАТР ОПЕРЕТТЫ. 17/I Летучая мышь.

ДРАМ. ТЕАТР имени Н. В. ГОГОЛЯ. 17/I А этот выпал из гнезда.

ТЕАТР «СОВРЕМЕННИК». 16/I и 17/I Наедине со всеми.

ЦЕНТРАЛЬНЫЙ АКАД. ТЕАТР КУКОЛ под руководством народного артиста СССР С. В. Образцова. 16/I в 19 ч. 30 м. Божественная комедия.

ТЕАТР-СТУДИЯ КИНОАКТЕРА. Большая сцена. 16/I Ссуда на брак. 17/I Без вины виноватые. Малая сцена. 16/I Поэт Марина Цветаева. 17/I Письмо незнакомки.

КАМЕРНЫЙ МУЗЫКАЛЬНЫЙ ТЕАТР. 16/I Скупой. 17/I История солдата.

ДЕТСКИЙ МУЗЫКАЛЬНЫЙ ТЕАТР. Малый зал. 16/I Бастьен и Бастьена.

ГОС. ТЕАТР МИНИАТЮР под руководством народного артиста СССР А. Райкина. В помещ. Дома концертных организаций РСФСР в Олимпийской деревне 16/I Мир дому твоему. 17/I Лица.

ТЕАТР МИНИАТЮР. 16/I премьера Здравствуйте, господин де Мопассан! 17/I Когда мы отдыхали.

ГОСУДАРСТВЕННЫЙ ТЕАТР ЭСТРАДЫ
19 января в 12 час.
ЭСТРАДНЫЙ КОНЦЕРТ
Участвуют артисты Москонцерта.
20 января в 11 час.
КОНЦЕРТ
Участвуют заслуженный артист РСФСР Владимир ЛЯХОВИЦКИЙ, Максим МАКСИМОВ и артисты Москонцерта.
Конферансье — заслуженный артист РСФСР Эмиль РАДОВ.

20 января в 15 час.,
22 января в 19 час. 30 мин.
(действительны билеты со штампом «23 декабря»)
Народная артистка СССР
Татьяна ДОРОНИНА
в спектакле-гротеске
Э. Радзинского
«ПРИЯТНАЯ ЖЕНЩИНА С ЦВЕТКОМ И ОЧКАМИ НА СЕВЕР»
Режиссер-постановщик — народный артист РСФСР Евгений ЛАЗАРЕВ.

21 января в 19 час. 30 мин.
ВЕЧЕР СТАРИННОГО РОМАНСА И ВАЛЬСА
Поет
Эльмира ЖЕРДЕВА
Партия фортепьяно — заслуженный артист РСФСР Борис МАНДРУС.

BEST COPY AVAILABLE

Reading Worksheet
Reading Russian
Practice: Scanning

Remember that when you scan a text you are looking for specific information. However, before you scan a text, you often preview it so that you know what the text is generally about.

1. Preview the three ads for sports events on the following page. What kinds of sports events are they?

   _____

   _____

   _____

2. Pick the sports event that you would most like to see. Then scan the ad for the answers to the following questions.

   Where is the event taking place?
   On what dates?
   At what time?
   Where can you get tickets?

3. Here are some more specific questions. These questions address all three ads. Scan the ads for the answers.

   What teams would you be interested in if you wanted to see a woman's team playing?
   What teams would you be interested in if you wanted to see a Moscow team play?
   What teams would you be interested in if you wanted to see a Donetsk team play?
   What other cities have teams participating in these sports events?

УНИВЕРСАЛЬНЫЙ СПОРТИВНЫЙ ЗАЛ ЦСКА

(Ленинградский просп., 39)

БАСКЕТБОЛ

ЧЕМПИОНАТ СССР

21 января

в 15 час. **ЦСКА — «ДИНАМО»** (Москва) (женщины)

в 17 час. **ЦСКА — «ШАХТЕР»** (Донецк) (мужчины).

22 января

в 17 час. **ЦСКА — «ДИНАМО»** (Москва) (женщины);

в 19 час. **ЦСКА — «ШАХТЕР»** (Донецк) (мужчины).

Билеты продаются в кассах ЦСКА.

Проезд: ст. метро «Динамо», «Аэропорт», тролл. 12, 70, трамв. 23 до ост. «Аэровокзал».

Телефон 213-79-92.

ДВОРЕЦ СПОРТА «ДИНАМО»

(ул. Лавочкина, 32)

20—25 января

ВОЛЕЙБОЛ

52-й ЧЕМПИОНАТ СССР

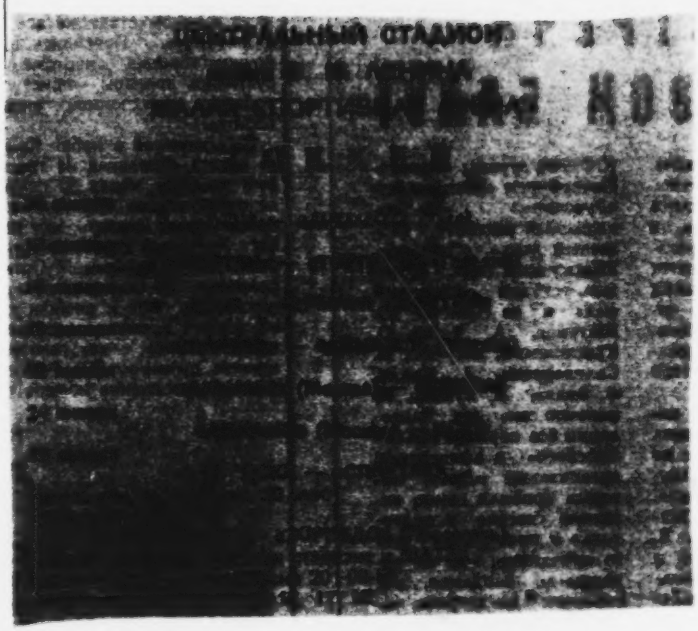
(Мужчины. Высшая лига)

Участвуют команды: **«ДИНАМО»** (Московская область), **«ДОРОЖНИК»** (Алма-Ата), **«ЛОКОМОТИВ»** (Киев), **«ШАХТЕР»** (Донецк).

Начало: 20, 21 января в 16 час. и 17 час. 45 мин., 22 января в 17 час. и 18 час. 45 мин., 24 января в 16 час., 25 января в 17 час.

Билеты продаются в кассах Дворца спорта с 10 до 20 час.

Телефон 456-91-57.



Reading Worksheet
Reading Russian
Practice: Scanning for Specific Information
Level: Beginning/Intermediate

Here is an opportunity for you to practice scanning Russian text for specific information. Remember: Just look for the information you need to find. Don't try to understand every word.

- Work in pairs.

- Below are several ads featuring educational opportunities. **Preview** these ads to see which you would read for greater detail if you were interested in...

  ... history? _____ ... chemistry? _____

  ... medicine? _____ ... engineering? _____

- Now **scan** the ads to answer these questions.

  o Which of the schools advertised offer evening and correspondence courses?

  o Your friend is interested in pursuing a graduate degree in history. Call to tell him/her what you read in the ad with regard to:

    - o name of institution
    - o prerequisites
    - o program
    - o application deadline
    - o date classes begin
    - o exam dates
    - o any other relevant information

1

МЕДИЦИНСКОЕ УЧИЛИЩЕ No. 18
ОБЪЯВЛЯЕТ ПРИЕМ
на подготовительные курсы лиц, окончивших 8 и 10 классов, а также учащихся 8 и 10 классов.
Училище готовит:
медицинских сестер (на дневном отделении)
медицинских сестер (на вечернем отделении).
Прием заявлений ежедневно с 10 до 17 часов, кроме воскресенья.
Адрес училища: 123436, Москва, ул. Курчатова, 23.
Проезд: ст. метро «Щукинская», авт. 240.
Справки по телефонам: 190-52-86, 190-52-90.

2

ИНСТИТУТ ИСТОРИИ СССР
Академии Наук СССР
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
история СССР, с отрывом от производства и без отрыва от производства.
историография, с отрывом и без отрыва от производства.
Прием документов - до 31 июля. Экзамены - с 1 сентября
Справки по адресу: 117036, Москва, ул. Ульянова, 19, отдел аспирантуры Института истории СССР АН СССР.
Телефон: 126-94-79.

3

ВСЕСОЮЗНЫЙ ЗАОЧНЫЙ
ИНЖЕНЕРНО-СТРОИТЕЛЬНЫЙ ИНСТИТУТ
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
с отрывом и без отрыва от производства - строительные конструкции, строительные материалы.
с отрывом от производства - технология машиностроения.
без отрыва от производства - районная планировка, ландшафтная архитектура.
Прием заявлений - до 20 сентября. Вступительные экзамены с 1 октября. Документы направлять по адресу: 109807, Москва, Ср. Калитниковская ул., 30, ВЗИСИ, отдел аспирантуры.
За справками обращаться по телефону 278-23-00.

4

Вечерние и заочные подготовительные курсы
при МОСКОВСКОМ ХИМИКО-ТЕХНОЛОГИЧЕСКОМ ИНСТИТУТЕ имени Д.И. МЕНДЕЛЕЕВА
учащихся 10-х классов и работающую молодежь со средним образованием.
Срок обучения на курсах - 8 месяцев.
Окончившим курсы выдается удостоверение.
Начало занятий - с 1 октября.
Адрес: 12580, Москва, Ф-47, Миусская ул., 3.
Телефон 258-85-20.

Reading Worksheet
Reading Russian
Practice: Scanning for Specific Information
Level: Beginning/Intermediate

Here is an opportunity for you to continue practicing scanning Russian text for specific information. On the back of this sheet are 4 ads in Russian.

You've already seen these ads and classified them as emphasizing history, medicine, chemistry, or engineering. You've also scanned them for specific information.

Now scan the ads to answer these questions:

- Your sister is interested in a medical career. What can you tell her about the ad with regard to:

  - name of institution
  - prerequisites
  - programs
  - date classes begin
  - where to apply

- Which of the programs advertised have entrance examinations?

Now use your **background knowledge**. What do these ads tell you about the Soviet educational system which makes it different from the American one?

Flip this sheet over to see the ads!

1

МЕДИЦИНСКОЕ УЧИЛИЩЕ No. 18
ОБЪЯВЛЯЕТ ПРИЕМ
на подготовительные курсы лиц, окончивших 8 и 10 классов, а также учащихся 8 и 10 классов.
Училище готовит:
медицинских сестер (на дневном отделении)
медицинских сестер (на вечернем отделении).
Прием заявлений ежедневно с 10 до 17 часов, кроме воскресенья.
Адрес училища: 123436, Москва, ул. Курчатова, 23.
Проезд: ст. метро «Щукинская», авт. 240.
Справки по телефонам: 190-52-86, 190-52-90.

2

ИНСТИТУТ ИСТОРИИ СССР
Академии Наук СССР
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
история СССР, с отрывом от производства и без отрыва от производства.
историография, с отрывом и без отрыва от производства.
Прием документов - до 31 июля. Экзамены - с 1 сентября.
Справки по адресу: 117036, Москва, ул. Ульянова, 19, отдел аспирантуры Института истории СССР АН СССР.
Телефон: 126-94-79.

3

ВСЕСОЮЗНЫЙ ЗАОЧНЫЙ
ИНЖЕНЕРНО-СТРОИТЕЛЬНЫЙ ИНСТИТУТ
ОБЪЯВЛЯЕТ ПРИЕМ В АСПИРАНТУРУ
по специальностям:
с отрывом и без отрыва от производства - строительные конструкции, строительные материалы.
с отрывом от производства - технология машиностроения.
без отрыва от производства - районная планировка, ландшафтная архитектура.
Прием заявлений - до 20 сентября. Вступительные экзамены с 1 октября. Документы направлять по адресу: 109807, Москва, Ср. Калитниковская ул., 30, ВЗИСИ, отдел аспирантуры.
За справками обращаться по телефону 278-23-00.

4

Вечерние и заочные подготовительные курсы
при МОСКОВСКОМ ХИМИКО-ТЕХНОЛОГИЧЕСКОМ ИНСТИТУТЕ имени Д.И. МЕНДЕЛЕЕВА
учащихся 10-х классов и работающую молодежь со средним образованием.
Срок обучения на курсах - 8 месяцев.
Окончившим курсы выдается удостоверение.
Начало занятий - с 1 октября.
Адрес: 12580, Москва, Ф-47, Миусская ул., 3.
Телефон 258-85-20.

Reading Worksheet
Reading Russian
Practice: Scanning

The co-op, which advertised in a Soviet newspaper, offers foreign language courses in Moscow.

Scan the ad to find out the following information:

Who are these services available to?
What languages could you learn?
Who might be interested in the courses offered by this co-op?
Where is the co-op located?
How could you find out more information about the co-op?

Кооператив «ЛИНГВА-1»

предлагает:

РУССКИЙ ЯЗЫК

абитуриентам и школьникам 8—10-х классов,

иностранным гражданам;

ИВРИТ

грамматика и навыки разговорной речи;

ДРУГИЕ ЯЗЫКИ:

английский, немецкий, французский, итальянский, шведский, венгерский, польский, арабский, китайский, японский;

разговорный язык интенсивным методом; углубление знаний абитуриентов и школьников 8—10-х классов; лексика и навыки перевода технических текстов; коммерческая лексика, навыки ведения коммерческих переговоров и изучение лексики коммерческих контрактов; экономические тексты.

Проезд: ст. метро «Киевская».

Телефон 249-14-92 (с 16 час. до 19 час. 30 мин.).

BEST COPY AVAILABLE

Reading Worksheet
Reading Russian
Practice: Scanning

Imagine that you are an American student studying in the Moscow. Although you want to submerge into the Russian culture, you also want to keep abrest of major current events back home. As you are previewing the headlines of a Soviet newspaper, the following headlione graps your attention:

Новый мэр Нью-Йорка

Scan the article, looking for the answers to the following questions.

Which political party won the election?
Who became the new mayor?
According to the article, why is this mayor especially noteworthy?

НОВЫЙ МЭР НЬЮ-ЙОРКА

● **НЬЮ-ЙОРК. На одной из центральных площадей Нью-Йорка состоялась официальная церемония приведения к присяге нового мэра крупнейшего города США, представителя демократической партии Дэвида Динкинса.**

Он стал 106-м по счету главой нью-йоркского муниципалитета и первым в истории выбранным на эту должность чернокожим американцем.

Reading Workbook
Reading Russian
Practice: Scanning

Here is an opportunity to practice scanning. Remember that scanning means looking for specific information, so read the questions before you look at the article.

The article below is about a kissing marathon. This article appeared in the Moscow daily Вечерняя москва. Scan the article for the answers to the following questions.

1. Where was the contest held?

   _____

2. How long did the winners kiss for?

   _____

3. What happened to one young couple?

   _____

4. Scan the article for the Russian equivalents of these Enlgish words.

   Kiss _____

   Competition _____

   Winners _____

ВСЕГО ОДИН ПОЦЕЛУЙ

Конкурс на самый долгий поцелуй состоялся на Тайване. Нашлось немало желающих участвовать в нем. Поцелуй победителей длился... 4 часа.

Одна из участвующих в состязании пар — юноша и девушка, не знавшие ранее друг друга, не смогли расстаться, и решили пожениться.

Фото Рейтер — ТАСС.

BEST COPY AVAILABLE

Initial Strategy Instruction:
Predicting

Practice:
Predicting

Practice Worksheets:
Predicting

Lesson Plan
Initial Strategy Instruction:
Predicting

Purposes:

- Students receive instruction in **predicting** content OF an L2 text.
- Students practice **predicting** content of an L2 text.
- Students analyze their own use of **predicting.**
- Student practice using cognates and their background knowledge while **predicting.**

Materials: Reading Worksheets 15 and 16*

Instruction: Day 16*

Focus of Instruction

Part A	Teacher	Orient class to reading instruction	1 minute
Part B	Teacher	Provide initial instruction in predicting	2-3 mintues
Part C	Teacher	Model use of predicting	2 minutes
Part D	Students (pairs)	Predict content of L2 text	3-4 minutes
Part E	Students (pairs)	Read L2 text & verify accuracy of predictions	3-4 minutes
Part F	Whole Class	Analyze use of prediction	2-3 minutes
Part G	Teacher	Summarize predicting	1 minute

* The designations of "Reading Worksheet 15 and 16" and "Day 16" are arbitrary. They suppose two days of practice in scanning L2 texts for specific information (Days 14 and 15; Reading Worksheets 13 and 14).

XI. Initial Reading Strategy Instruction: Predicting

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Teacher orients class to reading instruction	1 minute
Remind class of their strategy work to date. Today they're getting the next installment in reading strategies: **predicting** content.	
B. Teacher provides initial instruction in predicting	2-3 minutes
Tell the class that **predicting** content of an L2 text combines aspects of the strategies they have learned so far. Predictions are made based upon using cognates, applying one's background knowledge, and previewing for the general topic.	

Points about Predicting

Being able to **predict** what information may appear in a text, or what is going to come next, is an important part of efficient reading.

Predicting is a versatile strategy - it can be done prior to reading and during reading.

Prior to reading, readers can anticipate content by looking at the title of the text and any pictures accompanying the text (akin reader uses background knowledge to naticipate what content he or she will find in the test, perhaps even framing questions that the text might be expected to answer.

During reading, the reader thinks ahead to what's coming next, then reads to verify his or her anticipations.

Thus, reading is a process of constant anticipation, prediction, and verification. The only fun way to read text is to "fight with it." Get involved with it!

Rationale for Predicting
When You Read

Tell Ss: You don't have to understand every word in a text. In order not to take that approach, you need to develop a global feeling about what's in the text as you move through it.

When you read with this global sense of the text, you predict and confirm what you thought would be there, or you're surprised. If you're surprised, then you go back in the text and resolve the surprise: Why wasn't the text as you thought it would be?

If you don't read in this way, then you're basically reading every word in the text - in other words, you're following the text, rather than building up an idea of what is going on and what will happen next.

Activity Option Box

As with the other strategies, you may wish to begin instruction in **predicting** by having Ss work with an English text.

Once Ss have a clear understanding of how predicting works, then have them work with an L2 text.

C. Teacher models predicting

2 minutes
Reading Worksheet 15

Distribute Reading Worksheet 15. (See Appendix J for sample worksheets in French and Spanish.) Focus student attention on the text and the list of vocabulary words.

Using this worksheet, model how a person might think when **predicting** prior to reading. (A sample think aloud script is presented at the end of this lesson plan.)

Reading Worksheet 15
Reading Russian
Predicting

— The text below appeared in the newspaper «Комсомольская правда». Before reading the text, read the key words from the article below.

телефон
переводить
японская фирма
японский язык
английский язык
150 фраз

— Based upon these words what do you think the article will be about? Write your predictions below.

_____

_____

_____

— Now read the article to see if your predictions are correct.

ТЕЛЕФОН-ПЕРЕВОДЧИК

Специалисты японской фирмы «НЕК» сконструировали телефон, который способен переводить с японского языка и на английский, и на испанский, и обратно. Этот аппарат может перевести около 150 фраз на все три языка.

Ф. Григорьев.

«Комсомольская правда», 18-XII-84.

Aspects to Highlight in Modelling
Predicting

- Read the vocabulary words aloud. Use cognates and your background knowledge, saying aloud related ideas.

- Make a prediction as to the text's content, based upon how the vocabulary words might logically connect.

- Then read the text briefly, finding the vocabulary words in their context. State a general meaning you glean from the text.

- Briefly return to your prediction, noting if you were correct or not.

D. Students predict content of an L2 text
(Pair work)

3-4 minutes
Reading Worksheet 16

Distribute Reading Worksheet 16. (See Appendix K for sample worksheets in French and Spanish.) Have Ss work in pairs to:

- Access their background knowledge in regards to the passage's title.

- Share their background knowledge with the rest of the class.

- Write three questions they expect to find answers to in the text (**predicting**).

Limit student time to generate both their background knowledge and the three questions. Take a minute to have Ss share the questions they generated. These can be written on the board.

E. Students read L2 text and verify accuracy of predictions (Pair work) — 3-4 minutes

Have Ss read the L2 text. Did they find the answers to their questions? What else did they find out?

Remind Ss that they should use their own questions to **scan** the text for answers. To reinforce practice in **scanning**, have Ss answer at least one or two additional questions about the text that they themselves have generated.

F. Ss analyze their own use of prediction (Whole Class Discussion) — 2-3 minutes

Have pairs analyze their own use of prediction. Prompts:

- How well did your questions predict the content of the paragraph?

- Did thinking about what you already knew on the subject (background knowledge) and predicting possible content (making the questions) help you understand the paragraph when you read it? Why or why not?

G. Teacher summarizes predicting — 1 minute

Conclude by re-emphasizing that **predicting** is an important reading skill to develop and use.

Predicting often begins with using your background knowledge and previewing the L2 text in order to anticipate the text's content.

Predicting can facilitate comprehension of the text, as well as involving the reader in an interaction with the text that is the hallmark of effective reading.

Tell Ss that you will be giving them lots of practice in predicting, and that the practice will take many forms, not just generated questions prior to reading.

Reading Worksheet 16
Reading Russian:
Predicting
Level: Intermediate/Advanced

1. This is an exercise in anticipating the contents of a passage from its title. Examine the title and write down what you already know about the two items mentioned.

Матисс в Эрмитаже

ЧТО Я УЖЕ ЗНАЮ О МАТИССЕ:

ЧТО Я УЖЕ ЗНАЮ ОБ ЭРМИТАЖЕ:

2. Share what you've written with the rest of the class. Now that you've built up some background knowledge, what do you expect the text to be about? Write down THREE questions you expect to find answers to in the text.

a. _____

b. _____

c. _____

3. Now flip the page over and read the text. See if you find the answers to your questions.

Reading Worksheet 16
Predicting
(page 2)

Here's the text. Did you find the answers to your questions?

Yes _____ No _____

What else did you find?

_____

ЛЕНИНГРАД, 24. (ТАСС). Выставка графических работ Анри Матисса открылась сегодня в государственном Эрмитаже. Здесь представлены девять эстампов выдающегося французского художника, среди них — четыре автопортрета разных лет. Двадцать семь рисунков, выполненных карандашом, углем, пером, кистью, всесторонне характеризуют мастерство Матисса-рисовальщика. Все произведения — из фондов ленинградского музея, обладающего одним из лучших в мире собраний произведений французского мастера.

_____

4. Here are a few additional questions. **Scan** for the answers.

   a. Which genres of Matisse's work are on exhibit?
   b. Where did the exhibited works come from?

Think Aloud Modeling
Predicting

Sample Script

First let me read the questions so I'll know what I'm suppose to do with this article. Hmm...Based on these words, I'm suppose to guess what the article will be about. I'm reading the list of words to see if I know them. If I don't know them, they aren't going to help me much. I see the word *telephone*. Well that's an obvious cognate. The next word means *to translate*. There's something about a Japanese firm and Japanese language and English. The last one here is 150 phrases.

O.K. so I know all the words here. Now I just have to think what the article could be about. Well it has to have something to do with translating English and Japanese. Since there is mention of a Japanese firm maybe they are doing the translating. But what could this have to do with a telephone and 150 phrases? Maybe they translate over the telephone. I'm not sure. 150 phrases... Maybe they can only translate a 150 phrases.

So I guess now I'll look at the article and see if any of my guesses are correct. It says that a Japanese firm has сконструировали a telephone. This word сконструировали is long, but I think it is a cognate of the word *construct*. I see the languages in here; Japanese, English, and Spanish. So this telephone can translate these languages.

I'm looking for 150 phrases to see what that means. I think I understand. The telephone can translate only 150 phrases in all three languages.

Well I guess my predictions were close. I didn't think about a telephone being able to translate the languages, but the rest of my guesses were right.

X. Practice: Predicting

Purposes:

- Students review instruction in the reading strategy of **predicting**.
- Students practice predicting the content of an L2 text.
- Students analyze their own use of predicting.

Materials: Practice Worksheets

Instruction: Teacher determines the number of days of instruction to devote to student practice of predicting.

> The amount of practice you give students in **predicting** the content of L2 texts is a decision only you can make.
>
> Several practice worksheets in Russian are presented in this section. See Appendix L for practice worksheets in French and Spanish.
>
> All practice sessions are designed to take no more than 5-10 minutes. Review predicting, as necessary. Also remind Ss that using their background knowledge is an important part of making good predictions.

Predicting:

Practice Worksheets

Reading Worksheet
Reading Russian
Practice: Predicting

1. This is an exercise in anticipating the contents of an ad by looking at some of the key words in the text. Read the words below and then based upon these words predict what you think the text will be about.

   Аэрофлот
   самолет
   каникулы

   _____

   _____

   _____

2. What other types of information do you think you will find in the ad?

   _____

   _____

   _____

Read the ad to see if your predictions are correct.

НА ЗИМНИЙ ОТДЫХ — САМОЛЕТОМ!

Приближаются школьные каникулы.

Многие ребята отправятся на экскурсию по достопримечательным местам, в зимние пионерские лагеря, на туристические базы.

К услугам юных москвичей самые скоростные воздушные лайнеры!

Полет на многоместном аэробусе «ИЛ-86» в Ташкент и Новосибирск займет 4 часа, в Симферополь и Минводы — 2 часа 20 мин., в Ленинград — 1 час 35 мин.

Сверхдальний высокоскоростной авиалайнер «ИЛ-62» доставит ребят в Хабаровск за 7 час. 45 мин., в Красноярск — за 4 часа 30 мин.

На комфортабельном самолете «ТУ-154» юные путешественники долетят до Кемерова за 4 часа, до Еревана — за 2 часа 35 мин., до Сочи — за 2 часа 15 мин.

Справки по телефону 155-09-22.

ПРИГЛАШАЕМ В ПОЛЕТ!

АЭРОФЛОТ

ГЛАВНОЕ АГЕНТСТВО
ВОЗДУШНЫХ СООБЩЕНИЙ

Reading Worksheet
Practice: Predicting
Level: Intermediate/Advanced

1. Here is an interesting title! What do you think the article is going to be about? Write down THREE questions to which you think you'll find answers in the text.

УЧИТЬ ЯЗЫК В... ПОЕЗДЕ

Your questions: a. _____

b. _____

c. _____

2. Now read the article. Did you find the answers to your questions? What other information did you find?

За время поездки от Гавра до Парижа можно выучить английский. Конечно, если ездить регулярно». Приблизительно так звучит последнее объявление французской железнодорожной службы, - которая решила предоставить своим пассажирам еще один вид услуг — занятия иностранным языком. За 200 долларов группа обучающихся пассажиров из 5—6 человек может во время продолжительной поездки заниматься с квалифицированным преподавателем в специально оборудованных «лингафонных» купе.

3. Write a notice advertising the service described in the article. Do it in English or in Russian.

4. Who would you expect to respond to your ad?

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Reading Worksheet
Practice: Predicting
Level: Advanced

Here is an opportunity for you to practice your **predicting** skills.

- Work in pairs.
- This article was published in «Известия.» The title sounds interesting. What do you think the article is going to be about? Write your prediction below.

Лондон или Вавилон

Your prediction: _____

- Now skim through the passage to see if your prediction was correct. Was it?

Yes____ No____

If you were off the mark, what did you find out instead?

Старинная притча рассказывает: когда бог рассердился на строителей Вавилонской башни, он сделал так, что люди стали говорить на разных языках и перестали понимать друг друга. Сегодня ученые-лингвисты частенько называет Лондон вторым Вавилоном. Дело в том, что, по мнению специалистов, в школах британской столицы ученики разговаривают на 147 языках. Наиболее распространены (после английского) бенгальский, индийский, китайский, арабский, французский и португальский. Что и говорить, подобная «разноязыкость» создает больше трудности в преподавании.

Reading Worksheet
Practice: Predicting
Level: Advanced

1. Look at the title of the article and write down what you think the article will be about.

«ГОВОРЯЩАЯ» ОБЕЗЬЯНА

_____

2. Formulate three questions you want to have answered based on what you think the article is about.

   a. _____

   b. _____

   c. _____

3. Look quickly through the article and find answers to your questions.

Тринадцатилетний горилле Коко вот уже в течение двенадцати лет американские ученые помогают изучать язык глухонемых. Она уже понимает более 500 знаков и сама может показывать такое же количество. С помощью знаков Коко умеет выражать свои просьбы. Так, в одной истории, «рассказанной» Коко, упоминался маленький котенок, который, видимо, ей понравился. Когда ее спросили, что подарить ей на день рождения, она показала знак–прижала пальцы к щекам, что значит–котенка, сообщает «Нэшнл джиогрэфик мэгэзин.»

4. Could you find answers to all your questions?

5. What other information did you find in the article that you didn't expect?

Reading Worksheet
Practice: Predicting
Level: Advanced

1. This article was published in «Советская культура.»
Look at the head and subheading below.

2. Write at least THREE important pieces of information contained in the heading and subheading.

   a. _____

   b. _____

   c. _____

3. The article is presented on the flip side of this page. Find answers to these questions in the article.

   a. What is the name of the festival?
   b. How does the author expand on the title of the festival to describe the setting?

   c. How long is the festival?
   What is included in the program?
   Who are the participants?
   Name at least THREE types of participating orchestras.

   d. What orchestra is representing the Soviet Union?
   e. How many pieces will be performed for the first time?
   Name at least THREE types of modern music to be performed for the first time.
   In what connection is the word "computer" used?

   f. What does the press say about the festival?

4. Which paragraph of the passage makes the meaning of the title clear?

ЗВУЧИТ ДАЖЕ КОМПЬЮТЕР

20 сентября в польской столице начался XXVIII Международный фестиваль современной музыки.

1 «Осень в Варшаве всегда имеет свое неповторимое лицо. То солнечная, яркая, праздничная, завораживающая своими красками, то пасмурная, с туманами и затяжными дождями. Но одна примета вот уже почти 30 лет является характерной для каждой осени в городе над Вислой. Имя ей — международный фестиваль современной музыки «Варшавская осень».

2 Программа нынешнего фестиваля очень насыщенна. В течение девяти дней свыше ста произведений композиторов из разных стран мира исполнят известные музыкальные коллективы и камерные оркестры. Среди них — Югославский оркестр радио и телевидения из Любляны, Смычковый квартет из Великобритании, Президентский оркестр из Анкары, труппа оперного театра из Ганновера и другие.

3 С большим успехом прошел уже концерт советских артистов. Группа солистов оркестра Большого театра СССР под управлением А. Лазарева, а также солисты Нелли Ли (сопрано) и Павлик Седов (детский голос) исполнили, в частности, «Фрески Дионисия» Р. Щедрина и «Новгородские пляски» С. Слонимского.

4 Традиционными для варшавских фестивалей стали первые исполнения сочинений современных композиторов. На этот раз их будет двенадцать. «Варшавская осень» отличается и большим жанровым разнообразием. На двадцати трех концертах фестиваля прозвучат симфонии, оратории, реквием, произведения камерной музыки. В варшавском Большом театре будет показана современная опера, а со сцены столичной консерватории прозвучит электронная музыка с участием... компьютера.

5 «Богатая панорама, много знаменитостей» — эти слова вынесла в заголовок правительственная газета «Речь Посполита», отмечая высокий уровень фестиваля «Варшавская осень».

Т. ДАЖИНА.

ВАРШАВА.

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Reading Worksheet
Practice: Predicting
Level: Advanced

1. This article was published in «Известия.»
Here is the title:

> **Интерес к Советскому Союзу**

Based on the title, what do you think the article is going to be about? Write your predictions below.

2. Now skim through the article to check if any of your predictions were correct. Were they? Yes ___ No ___

Нью-Йорк, 11. (ТАСС). В Соединенных Штатах растет интерес к русскому языку и литературе, истории, политике и экономике Советского Союза.

В частности, в последние годы заметно увеличилось число студентов, которые специализируются по этим проблемам. Так, по данным ассоциации современных языков, с 1980 по 1983 год количество учащихся вузов, возросло на 26,7 процента.

(There are questions on the back of this page, too!)

3. Arrange the content of the article according to this schema.

Main Idea	Supporting Details
_____	_____
_____	_____
_____	_____

4. Find the answers to these additional questions in the passage.

   a. Where did get its figures?

   b. What academic subjects are specifically cited?

   c. What does the 26.7% increase cited in the passage refer to?

CHAPTER FIVE.

AN INTEGRATED STRATEGY APPROACH TO LANGUAGE TEACHING

This chapter presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks (dialogues, narratives, and cultural points), they should assist teachers in integrating strategy practice into the materials they are currently using.

Initial learning strategy instruction should be quite explicit, as described in the lesson plans and tips given in each resource guide. In integrating strategy practice into all aspects of the foreign language curriculum, teachers should periodically remind students of the names of the strategies they are using for a language activity, or ask students to identify the strategies used.

This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

These lesson plans were designed and written by: Marilyn Barrueta, Department Chair of Foreign Languages at Yorktown High School, Arlington Public Schools, Virginia.

Lesson Plan 1:
Integrated Strategy Instruction

Purpose:	To provide students with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into materials typically found in language textbooks
Strategies:	Directed attention, selective attention, Inferencing, Self-monitoring (problem identification), Transfer, Questioning, Self-evaluation (verification), Note-taking, Elaboration, Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

There are two types of basic material in most language textbooks: dialogue situations or narratives. Detailed below are procedures you can use that require students to manipulate these basic textbooks materials in strategic ways.

Procedure	Strategy
A. Initial contact: Listening only (Day 1)	
Play tape once through without reference to printed text. Tell Ss in advance to see if they can get the main idea/plot, or a general understanding of what the tape is about. If material is a dialogue, ask them to try to determine: - the relationship between the speakers - relative age of the speakers - where the dialogue is taking place	Directed Attention Setting a goal for listening Selective Attention

Replay the tape in manageable sections; ask Ss to listen for any of the following: - words and phrases they recognize - the number of times they hear "x" word or structure - one word/phrase answer to questions asked in advance.	Selective Attention
They can indicate this by: raising their hand, jotting down, or silently counting what they recognize.	Note-taking
Stop the tape and ask students to predict what will happen or be said next. Elicit this type of information from Ss and write it on the board or overhead.	Predicting (Inferencing)
Based upon the above, have Ss generate ideas and expectations as to what is happening.	Inferencing and Summarization
Now focus on words/phrases that Ss <u>don't</u> understand. Ask them, if possible, to articulate these words/phrases.	Self-monitoring (problem identification)
Select several Ss to write what they didn't understand on the board. Based upon the context of what they do understand and the various transcriptions, have the class try to come up with meanings of the unknown words/phrases.	Inferencing
B. <u>Provide non-glossed copy of material</u>: Listening and Reading (Day 2)	
Listen to and read material; possibly discuss what caused any listening problems.	Review Self-evaluation
Have Ss read the material; have them indicate new words or structures and, once again, guess possible meaning based upon context (without reference to what was identified under "Initial Contact" above).	Inferencing

Have classmates comment on whether these are reasonable guesses and why.	Evaluation
C. Provide glossed copy of material (Day 3)	
Refer to text copy with glosses to ascertain accuracy of inferences; where wrong, determine whether or not the inaccurate inference hindered comprehension.	Self-evaluation (verification)
D. Relate aural to written form: Listening/Reading/Writing (Day 4)	
Dictate all or parts of selection (dictation may be a "spot-dictation," with Ss given the printed text missing words/phrases likely to be misunderstood). Identify any problems in sound-symbol correspondence and stressing context. Did Ss write "va a ser" (or "va ser") instead of "va a hacer"?	Note-taking Self-evaluation
Give Ss the printed text without punctuation, which they must add.	
E. Work with selection: Listening/ Speaking (Day 5 to concluding days of lesson)	
Question/answer practice, pointing out any new syntax which will come up in the lesson, as well as any previously studied material used in a new context.	Elaboration Transfer
Gradually lead to summarization of material, either orally or in writing. Suggestions:	Summarization Elaboration/Transfer Cooperation

- If material is a dialogue, ask Ss to recreate a parallel situation in a different setting (i.e., a demanding husband becomes a bully in the school cafeteria or an older brother lording it over a younger sibling).

- If a dialogue, retape tape, cutting out one speaker. Call upon Ss to respond in pause created.

- Where basic material has abbreviated syntax (ads, recipes), have Ss "flesh out" material into full sentences or paragraphs.

Lesson Plan 2:
Integrated Strategy Instruction

Purpose:	To provide Ss with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into textbook materials that present "cultural points"
Strategies:	Directed Attention; Selective Attention; Inferencing; Self-monitoring (problem identification); Transfer; Questioning; Transfer; Self-evaluation (verification); Note-taking; Elaboration; Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

Many language textbooks have special sections or small boxed presentations about the L2 culture. Here is a lesson plan for dealing with these types of materials in ways that require students to take a strategic approach.

The lesson plan is based upon a specific cultural point found in Spanish for Mastery 1, published by D.C. Heath and Company. However, the types of activities suggested can be transferred to most cultural presentations found in language textbooks. The cultural point around which this lesson plan is framed is presented on the next page.

Procedure	Strategy
A. Initial Contact	
If material is on tape, follow steps A and B under Lesson Plan 1 in this chapter.	See strategies listed in Lesson Plan 1.

Nota Cultural: Posesiones
(Spanish for Mastery 1, page 424, published by D.C. Heath)

Un joven hispánico generalmente no es dueño de muchas cosas. Raras veces tiene tantas cosas como un joven norteamericano. El joven hispánico tiene menos ropa. Tal vez tiene un radio. Pero, ¿un tocadiscos? ... ¡Sólo si es de familia rica!

La mayoría de las personas trabajan mucho y ganan poco. Ganan bastante menos que una persona con un trabajo similar en los Estados Unidos. Así es que una familia hispánica no siempre puede comprarle a un joven muchas cosas. Y cosas como un tocadiscos, una bicicleta o una cámara son verdaderamente artículos de lujo para muchos jóvenes hispánicos.

dueño = owner
Raras veces = rarely
tantas = as many
Así es que = that is why
verdaderamente = really
lujo = luxury

Questions (given in the teacher's annotated edition):

¿Es más o menos rico el joven hispánico que el joven norteamericano?
¿Tiene más o menos cosas?
¿Trabaja mucho la gente en los países hispánicos?
¿Gana mucho?
¿Tiene bicicleta y cámara todos los jóvenes hispánicos?
¿Por qué no?

B. Work with the written text

Once written material has been introduced:

- Have Ss read selection silently.
- Have Ss read selection aloud.
- Teacher dictates from selection. — Note-taking
- Question and answer, for oral practice and for comprehension
  (Note: Questions given in teacher's edition are limited and lead to overgeneralization.)

C. Analyze the main theme

Ask Ss: "What is the central thought or theme of this selection?" (Ss probably think lack of possessions.) Also ask: Does everyone agree with this premise? — Summarizing, Self-monitoring

Draw Ss' attention to the line beginning "Una familia hispánica..." This gives the key point, which is that money control is not in the hands of Hispanic youth. Ask Ss: Why do American teenagers have so much? (Many have jobs, which is not generally acceptable in Hispanic countries for middle/upper-class youth. Ask Ss: Why not? Hold a short discussion of values. — Inferencing, Selective Attention

D. Work with selection linguistically

Ask Ss to make selected substitutions of words of the same category (can be antonyms or synonyms or not). For example: — Substitution

- Un joven norteamericano ...
- Un joven hispánico nunca es...

Are the resulting statements true or not? — Monitoring

Have Ss restate/rewrite the selection in the first person, making changes appropriate to their situation; these may be very limited, according to the ability or creativity of the student. Note that the cultural focus would be reversed.

Elaboration

- "Yo (no) soy dueño(a) de muchas cosas..."

At some point in this section you may wish to discuss the syntax of "La mayoría de las personas trabajan..." What is the subject which determines the verb? Is "trabajan" correct or not?

E. Combine linguistic with cultural information

Ask Ss to demonstrate in dialogue form that they have understood the cultural point involved by preparing the following dialogue situations:

Elaboration
Cooperation
Transfer

- An American teenager wants a new stereo. Family says can't afford. What is he/she likely to propose (getting a job) and what types of arguments or discussions are likely?

- An Hispanic teenager wants a new stereo. Family says can't afford. What would the discussion be like if he/she proposed working for the money?

- An American teenager is on an overseas exchange program in a Latin country. The host teenager wants a camera like his America guest's, but tells his guest that his family can't buy one. What would the American likely propose, and how would the Latin reply?

F. Culminating written activities

Have different students contribute one sentence each to a class composition summarizing what they have learned.	Cooperation Summarizing
Have individual students write a final paragraph comparing and contrasting the cultural information learned.	Elaboration Summarizing

Appendix A

Reading Worksheet 1

in French and Spanish:

Reading in the L2

Reading Worksheet 1
Reading in French

Directions: Read the short passage in French below to "get the gist" of its message. Then answer the questions at the bottom of the page.

LE GRAND LIVRE DE LA CUISINE AMERICAINE
par Constance Borde et Sheila Malovany-Chevallier
Herme. 158 F.

Deux Américaines, arrivées en France il y a une vingtaine d'années, ont eu envie de faire le point sur la cuisine de leur pays. Bien décidées à mettre en évidence toutes les richesses culinaires résultant du fameux « melting pot », elles ont enquêté, déniché et essayé des dizaines de recettes, pour nous livrer les plus représentatives de chaque ethnie, dans ce livre à la fois classique dans sa présentation et original par les ingrédients utilisés — tous trouvables en France. Les unités de mesure usuelles

américaines sont toutes traduites ; ainsi apprenons-nous que la « tablespoon » équivaut à une cuillerée à soupe. Dans une marge confortable, quelques notes nous suggèrent un accompagnement ou racontent la petite histoire des produits. Vierge, elle nous invite à noter nos propres remarques. Les titres des recettes sont donnés en anglais et en français ; cela évitera les surprises au cours des futurs voyages au pays de l'Oncle Sam. Plus qu'une cuisine, c'est un vrai patchwork culinaire qui nous est ici proposé. ■ J. D.

What new item is being announced in this article?

a. a journal
b. a book
c. a newspaper
d. a play

What is the topic of the article?

a. the melting pot
b. flags
c. American recipes
d. two Americans who live in France

Reading Worksheet 1
Reading in Spanish

Directions: Below is the banner of a Spanish newspaper. Read the banner and answer the questions.

1. What is the name of the newspaper?
2. What is the date of the publication?
3. When was the newspaper founded?
4. How much does it cost?

Fundado
el 4
de Mayo
de 1977
EL LATINO
ISSN 0887-901X • P.O. Box 43284, Washington, D.C. 20010 • 202/232-0447 Edicion # 317 Marzo 9 de 1990

Appendix B

Reading Worksheet 2

in French and Spanish:

Recognizing Cognates

Reading Worksheet 2
Reading in French
Practice: Recognizing Cognates

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Write the English name for as many of the countries listed below as possible.
- Discuss with your partner the clues that helped you to recognize each country's name.
- Be prepared to discuss with the class any difficulties you encountered.

Belgique ____
Pays-Bas ____
Groenland ____
Allemagne ____
Tchécoslovaquie ____
Pologne ____
Italie ____
Angleterre ____
Espagne ____
Maroc ____
Algérie ____
Egypte ____
Turquie ____
Colombie ____
Argentine ____
Brésil ____
Chine ____
Inde ____
Japon ____
Cambodge ____
Suède ____
Mexique ____
Nouvelle Zélande ____
Suisse ____

Reading Worksheet 2
Reading French:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends, even though there are usually differences in spelling. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and pick out words that look like words you know.
- Discuss the clues that helped you to recognize them.
- Be prepared to share your results with the class.
- Finally, which of the following do you think best describes the topic of the article?

  (a) a magnificent property has been restored for public use

  (b) a department store is having a cultural event

  (c) the musicians played exceptional music during the concert

---

Depuis de nombreuses années, le Conseil Général des Hauts-de-Seine s'est attaché à constituer au sud du département une réserve naturelle de bois et de parcs d'une importance et d'une qualité exceptionnelles. Dans cet écrin de verdure, le domaine de la Vallée aux Loups renferme l'ermitage qu'habita Chateaubriand de 1807 à 1817 et que fréquentèrent Mme Récamier, des écrivains, des peintres et des musiciens.

Tombée depuis quelques années dans un relatif oubli, cette maison va renaître à l'issue de travaux de restauration de grande envergure entrepris et financés par le Conseil Général. Cette restauration menée dans une scrupuleuse fidélité permettra au public de redécouvrir le magnifique parc à l'anglaise, les arbres plantés par Chateaubriand lui-même et surtout la célèbre maison ornée de son portique et de ses cariatides de marbre blanc. Musée, bibliothèque, centre de documentation sur l'histoire du romantisme, pôle d'animation culturelle, artistique et littéraire, la Vallée-aux-Loups à travers les âges va renouer avec son histoire, une histoire riche, vivante, partie intégrante du patrimoine français.

BEST COPY AVAILABLE

Reading Worksheet 2
Reading Spanish:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and underline words you think are cognates.
- Discuss the clues that helped you to recognize them.
- What type of person would answer an ad like this?
- Be prepared to share your results with the class.

JORGE L. CAMPAÑA, M.D.
Diplomado por el American Board of Ophthalmology
Cirujano y Médico de Ojos
• Exámenes de la vista • Lentes de contacto
• Cataratas • Implantes de lentes intraoculares • Diabetes
• Glaucoma • Tratamiento de rayos láser
SERVICIO DE EMERGENCIA LAS 24 HORAS
Abierto de lunes a sábado
En 7 Corners
6201 Leesburg Pike, #200
Falls Church, Va.
534-4277
Citas inmediatas

Reading Worksheet 2
Reading Spanish:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and underline words you think are cognates.
- Discuss the clues that helped you to recognize them.
- What type of person would answer an ad like this?
- Be prepared to share your results with the class.

Curso de Fotografía
básica y revelado en blanco y negro. Unica oportunidad para fotógrafos de habla hispana, principiantes; cupos limitados.
Valor $ 150
387-3586

Appendix C

Recognizing Cognates:

Practice Worksheets

in French and Spanish

Reading Worksheet
Reading French
Practice: Recognizing Cognates

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the list of occupations below. Remember to use your knowledge of other languages, as well as English.
- Pick two jobs you would not like to do.
- Discuss the clues that helped you recognize the occupations.
- Be prepared to share your results with the class.

---

(1) INGÉNIEUR

(2) SERVEUSE

(3) INTERPRÈTE

(4) MÉCANICIEN

(5) PROGRAMMEUR

(6) MÉDECIN

(7) SECRÉTAIRE

Reading Worksheet
Reading French
Practice: Recognizing Cognates

Here is an opportunity for you to practice recognizing cognates.

- Work in pairs.
- Go through the list of places below. See if you can tell what the locations are, using cognates. Remember to use your knowledge of other languages, as well as English.
- Pick two places you don't often visit.
- Discuss the clues that helped you recognize the locations.
- Be prepared to share your results with the class.

STADE

MUSÉE

HÔPITAL

AÉROPORT

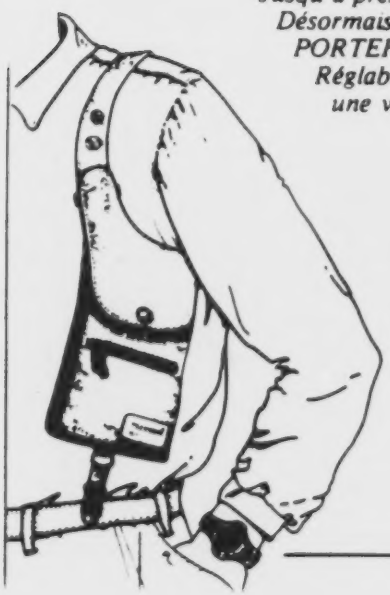
SUPERMARCHÉ

MONTAGNE

Reading Worksheet
Reading French
Practice: Recognizing Cognates

- Work in pairs.
- Go through the ad below and underline all the cognates you recognize.
- Discuss the clues that helped you recognize them.
- Be prepared to share your results with the class.
- Tell what the object in question is used for.

Jusqu'à présent le Holster était exclusivement utilisé pour porter une arme. Désormais nous vous proposons un usage plus pacifique : le HOLSTER PORTEFEUILLE®. En toute discrétion il protègera vos papiers et argent. Réglable en 4 positions pour un confort maxi., absolument invisible sous une veste ou un blouson. A partir de 190 F.



_____

Reading Worksheet
Reading Spanish
Practice: Cognates

Here's an opportunity for you to practice recognizing and using cognates to help yourself understand what you read in Spanish.

Look at the banner of a newspaper below. Underline the words you think are cognates. What topics do you think this section of the newspaper will address?

EL COMERCIO

Sección C

DOMINGO 6 de agosto de 1989
Quito - Ecuador

Basquetbol

Los favoritos triunfaron en la última reunion del campeonato de basquetbol provincial.

C/2

Deportes

Reading Worksheet
Reading Spanish
Practice: Recognizing Cognates

Here's an opportunity for you to practice recognizing cognates. Remember, sometimes you can identify cognates by their sound!

- Work in pairs.
- Go through the headlines below. Which one is about...

  _____ a recent military action by the USA

  _____ musical brothers on a trip

  _____ drug traffickers

  _____ a new gallery

- Be prepared to discuss the clues you used with the class.

A. ***Smithsonian Abrirá Galeria Experimental***

B. **Estados Unidos invade Panamá pero se les escapa Noriega**

C. **Narcotraficantes ofrecen 30 millones por matar a Bush.**

D. Hermanos Salvadoreños viajan a Europa con orquesta sinfónica

Reading Worksheet
Reading Spanish:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and underline words you think are cognates.
- Discuss the clues that helped you to recognize them.
- What type of person would answer an ad like this?
- Be prepared to share your results with the class.

---

andromeda

CENTRO HISPANO DE SALUD MENTAL

Si usted o alguien que conoce tiene problemas emocionales, de hogar, alcohol o drogas, llame a

LA VOZ AMIGA

Telefono de Emergencia en español

667-6766

1823 18th St. N.W.
Washington D.C. 20009

Reading Worksheet
Reading Spanish:
Recognizing Cognates

COGNATES are words in a foreign language that look like words in our native language or some other language we know. Most of the time cognates are a foreign language reader's friends. One needs some practice, however, to learn how to recognize them quickly. Here is a chance for you to practice.

- Work in pairs.
- Go through the text below and underline words you think are cognates.
- Discuss the clues that helped you to recognize them.
- What type of person would answer an ad like this?
- Be prepared to share your results with the class.

Reading Worksheet
Reading Spanish
Practice: Recognizing Cognates

Here's an opportunity for you to practice recognizing cognates. Work with a partner. Below is the table of contents from a woman's magazine called Buenhogar. Underline the words you think are cognates. Do these help you to understand what this issue of Buenhogar contains?

PERSONALIDAD: Pag. 22

BUENHOGAR

CONTENIDO

No. 22 / Oct. 22

BELLEZA: Pag. 36

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MANTENGALO ¡CONTENTO! 24 HORAS AL DIA	
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Appendix D

Reading Worksheet 5

in French and Spanish:

Using Background Knowledge

Reading Worksheet 5
Reading French
Practice: Using Background Knowledge

Here is an opportunity to practice using your **background knowledge** while reading French.

- Work in pairs.
- Use your background knowledge of films to identify the names of American films in this text.
- Share your results with other groups in the class.

Canal +

Les nouveaux films de la semaine

** **Montparnasse 19**
De Jacques Becker (1957, 1 h 44). Ven., 21 h 15 ; lun., 9 heures.
House
De Stephen Miner (1986, 1 h 29). Sam., 23 heures ; mar., 1 h 5.
* **Peter et Elliott le dragon**
De Don Chaffey (1977, 1 h 42). Dim., 18 heures ; mer., 10 h 35.
* **Retour vers le futur**
De Robert Zemeckis (1985, 1 h 52). Dim., 20 h 30 ; mer., 23 h 20.
Twist again à Moscou
De Jean-Marie Poiré (1986, 1 h 30). Mar., 20 h 30 ; mer., 9 heures.
* **Frances**
De Graeme Clifford (1983, 2 h 14). Mer., 21 heures.
* **Amsterdam Kill**
De Robert Clouse (1977, 1 h 27). Jeu., 20 h 30.

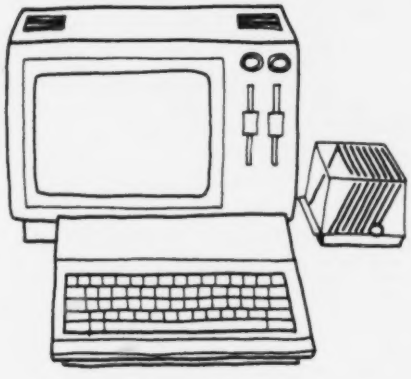
Reading Worksheet 5
Reading French:
Using Background Knowledge

A. Look at this text. Look at the picture. What do you think this text is about?

B. Now look at the bottom of the page. Based on what you know about this type of text, what do you think this form is?

C. Read through the text of the form. Are there any clues to confirm or disprove your guess?

Le nouveau Target 40 Plus de Tandon va à 11,5*
(c'est celui qui vient de vous doubler)



11.5 à l'indice Norton, il vaut mieux avoir le Target 40 Plus avec soi que contre soi. Parce qu'en informatique les limitations de vitesse ne sont pas permises, le nouveau Target 40 Plus de Tandon est doté de performances exceptionnelles. Son électronique est entièrement nouvelle; basée sur le microprocesseur Intel 80286, fonctionnant sans "Wait-State" à 10,7 MHz, elle autorise un indice Norton de 11.5 faisant du Target 40 Plus l'un des compatibles AT les plus rapides.

Le Mapper, une exclusivité Tandon, sait utiliser le méga octet de mémoire centrale livré en standard selon la norme L.I.M. (Lotus Intel Microsoft**). Le disque dur de 40 Mo dispose d'un temps moyen d'accès inférieur à 40 ms.

Le Target 40 Plus est doté en standard d'un moniteur "Paper White". Il est livré avec MS-DOS 3.2***, l'intégrateur à fenêtre Window et supportera le système OS2***. Alors un bon conseil, renseignez-vous à toute vitesse!

Service Minitel 36 14 Code Tandon
*Modèle présenté: Target 40 Plus **33.995 F HT** prix conseillé au 01.2.88
Publicité Normale
**Lotus, Intel, Microsoft sont des marques déposées respectivement par Lotus, Intel et Microsoft
***MS-DOS 3.2 et OS2 sont des marques déposées par Microsoft

Bon à découper: Pour recevoir gratuitement notre documentation sur le Target 40 Plus, renvoyez ce coupon à Tandon Computer S.A. ou téléphonez au: (1) 47 60 19 00

Nom _____ Société _____
Adresse _____
Ville _____ Code Postal _____
Tél. _____

FORUM STAND F631

Tandon
Computer S.A.
165, boulevard de Valmy 92706 Colombes

216

Reading Worksheet 5
Reading Spanish:
Using Background Knowledge

Look at the text in the box. What do you think this text is about? Where would you normally see this text? How do you know?

ADVERTENCIA DEL CIRUJANO GENERAL: El Humo del Cigarrillo Contiene Monóxido de Carbono.

Reading Worksheet 5
Reading Spanish:
Using Background Knowledge

Look at this text. Look at the picture. What do you think this text is about? List 3 things you know about this topic.

Barry sólo reconoce adicción al alcohol y tranquilizantes

El alcalde de Washington, Marion Barry, reconoció su adicción al alcohol y a los tranquilizantes durante la primera conferencia de prensa convocada después que en enero pasado fuera detenido y acusado de posesión ilícita de cocaína.

Barry aseguró que no dimitirá de su puesto de alcalde de la capital mientras se mantengan contra él los cargos de posesión de cocaína y perjurio.

Pasa a la página 6

Appendix E

Using Background Knowledge:

Practice Worksheets

in French and Spanish

Reading Worksheet
Reading French
Practice: Using Your Background Knowledge

Here is a chance to practice using your background knowledge.

First, list the kinds of information you would expect to find on a bill of this kind.

_____

_____

_____

_____

_____

Next, study the document to see if this information is included.

Was there anything missing? Was there anything that surprised you?

Finally, use all of the information to tell what happened.

PUB RENAULT

53 CH ELYSEES PARIS

GAR NO	DATE	N.CONS	TABLE	CVT
16	10/07/89	4795	37	1

2	EXPRESS	12.40
S/TOTL		12.40

16H26 7 TOTAL 12.40

SERVICE 15% COMPRIS

MERCI A BIENTOT

BEST COPY AVAILABLE

Reading Worksheet
Reading French
Practice: Using Background Knowledge

Here is an opportunity for you to practice using your background knowledge.

- First, use your background knowledge to identify what's shown below.
- Second, use your background knowledge to make a list of what type of information is usually found in items like these.
- Study the items more closely. Is there information that surprises you? Is there information missing?

Reading Worksheet
Reading Spanish:
Using Background Knowledge

On the back of this sheet is the banner of a newspaper. **Don't look yet!**

First, make a list of the kinds of information you'd expect to find at the top of a newspaper.

Now look at the banner. Does it match your expectations?
What other information is there? What isn't there that you thought would be?

el pregonero

Vol. XIII No. 51 Diciembre 21, 1989 No es sólo un periódico, es un servicio a la comunidad Washington, D.C. 25¢

E-8

Reading Worksheet
Reading Spanish:
Using Background Knowledge

On the back of this sheet is the coupon you'd use to request a subscription to El Pregonero, a Spanish newspaper in the Washington, D.C. area. **Don't look yet!**

First, make a list of the kinds of information you'd expect to find on a subscription request and the kinds of information you'd be asked to provide.

Now look at the subscription request form. Does it match your expectations?

CUPÓN DE SUBSCRIPCIÓN

¡Sí! Deseo recibir **El pregonero** *en mi hogar.*

Nombre

Dirección

Ciudad Estado Zona

Parroquia

( ) 1 año **$10.00** ( ) 2 años **$18.00**
( ) 3 años **$25.00** ( ) Estudiantes y jubilados **$6.00**

Deseo regalar una subscripción a:

Nombre

Dirección

Cuidad Estado Zona

El pregonero
P.O. Box 90567
Washington, D.C. 20090-0567

( ) Envié factura
( ) Incluyo cheque

Reading Worksheet
Reading Spanish
Practice: Using Background Knowledge

Here's an opportunity for you to practice using your background knowledge when you read Spanish. Below is a help-wanted ad for a driver (chofer). Look over the ad. Using cognates and your background knowledge of ads such as this, what are the requirements for the job?

1. _____
2. _____
3. _____
4. _____

INDUSTRIAL DE GASEOSAS CIA. LTDA. COCA - COLA

Necesita contratar choferes de trailer, que reúnan los siguientes requisitos:

- **Licencia de manejo de primera categoria**
- **Conocimientos de vehículos Mercedes Benz 2632 y Ford L-9000**
- **Experiencia mínina de 5 años, en carretera y en este tipo de vehículos**
- **Edad de 30 a 35 años**

Presentarse portando curriculum vitae que acredite experiencia.

Entrevistas únicamente día lunes 7 de agosto de 09h00 a 12h00 y de 15h00 a 18h00.

Dirección: Av. Isaac Albéñiz 203 y El Morlán.

Appendix F

Reading Worksheet 8

in French and Spanish:

Previewing

Reading Worksheet 8
Reading French:
Previewing

This item was found on a bulletin board. What service is being offered? Be prepared to share your clues and difficulties with the class.

DACTYLO

LICENCIEE ES LETTRES EFFECTUE TOUS TRAVAUX
DE DACTYLOGRAPHIE EN FRANCAIS ET EN ANGLAIS
SUR MACHINE ELECTRONIQUE A MARGUERITES.
CORRIGE FAUTE D'ORTHOGRAPHE.
POSSIBILITE DE CHANGEMENT DE CARACTERES.
TRAVAIL TRES SERIEUX - DELAIS RESPECTES.
PRIX 12 Francs LA PAGE.
TEL : 43.36.35.40

Reading Worksheet
Reading French
Practice: Previewing

Here's an opportunity for you to practice your previewing skills. This is an article giving factual information about a certain subject. Preview the text to identify what the subject is. Don't forget to take advantage of cognates!

VOUS N'AVEZ PAS UN SOU...

Un projet qui vous tient à cœur, une dépense imprévue qui vous jette dans l'embarras... bref, vous avez un besoin urgent d'argent. Sans panique, prenez alors le temps d'étudier la solution la mieux adaptée à votre cas.

1. Vous voulez financer vos études ou celles de vos enfants

Toutes les grandes banques proposent maintenant des prêts « spécial étudiant ». Renseignez-vous et comparez car les conditions sont très différentes d'une banque à l'autre. Les élèves des grandes écoles demeurent les plus favorisés.

• A noter : des prêts d'honneur sont accordés par les universités. Mais leurs conditions avantageuses (taux d'intérêt nul) les rendent très demandés et... rares !

2. Vous avez un besoin urgent d'argent liquide

Le Mont de Piété — qui préfère aujourd'hui se nommer Crédit Municipal — reste une bonne solution, à tenter.

Contre un gage que vous laissez en dépôt (bijou, valeur, meuble...) il vous sera remis une somme en liquide. Dans le meilleur des cas, vous pouvez obtenir jusqu'à 40 % de la valeur de votre gage.

3. Le crédit à la consommation

La règle d'or : comparez ! Sachez distinguer trois types de crédits :

• **Le prêt pour achat à tempérament :** c'est en général la solution que vous proposent les grandes surfaces, les magasins de meubles, etc. Ces commerçants sont liés à des organismes de financement (CREG, SOFINCO, SAVAC, CETELEM...). Leurs taux d'intérêts viennent de baisser notablement en passant de 25 à 17/18 %.

• **Le prêt affecté :** il est consenti par votre banque dans un but très précis : achat d'une voiture, de gros appareils électroménagers...

• **Le prêt personnel :** accordé par les banques et les établissements de crédit. Le consommateur qui en bénéficie n'a aucune justification à fournir sur l'usage qu'il en fait.

4. Les nouveaux services des banques

Le crédit permanent à domicile par Minitel ou sur simple demande auprès de votre banque, vous pouvez obtenir des facilités de trésorerie. Une nouvelle idée en plein essor : Libertel du C.C.F., Noravance du crédit du Nord...

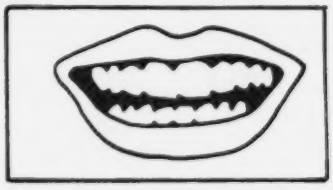
Reading Worksheet 8
Reading Spanish:
Previewing

What's being advertised?

CLINICA DENTAL DEL DR.
JOSEPH E. BAPTISTE
Le ofrece la más avanzada tecnología de
BLANQUEAMIENTO DE DIENTES MANCHADOS.
¡No espere más y brinde su mejor sonrisa!

- Limpieza ultrasónica
- Tratamiento de raíces
- Reparaciones inmediatas
- Dentaduras parciales y totales
- Reparaciones inmediatas
- Coronas y puentes de porcelana
- Radiografías
- Emergencias las 24 horas del día

Como siempre contamos con la mejor tecnología para darle el cuidado dental que usted se merece
Estamos en el centro de la comunidad latina Washington ¡Adams Morgan!



Now use **cognates** and your **background knowledge** to list three things this clinic can do for you.

1. _____
2. _____
3. _____

Reading Worksheet 8
Reading Spanish
Practice: Previewing

Here's an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify what the general topic of the text is.

Scenario:

You're looking for a job. You open the paper to this page and see these ads. Which ad would you read for more detail if you were interested in...

Ad #

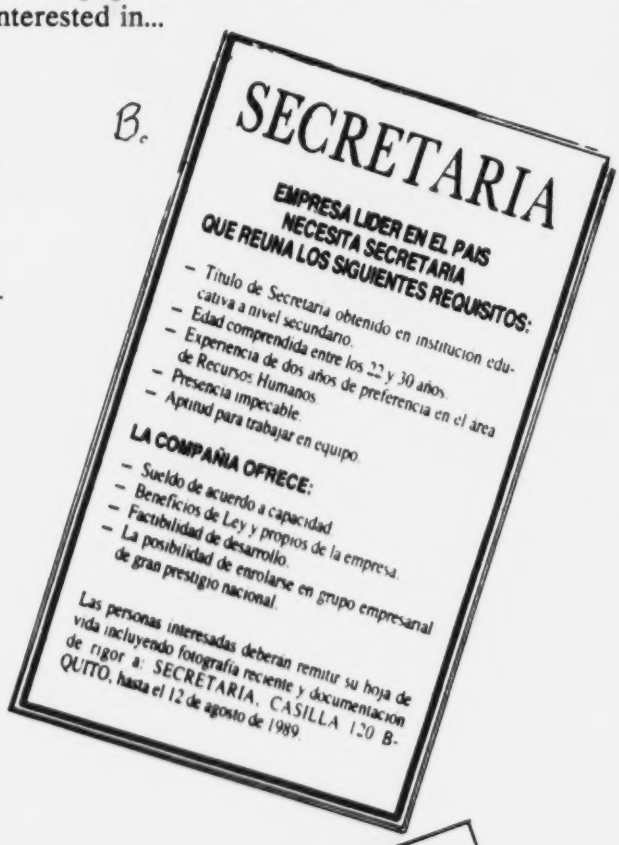
... a job as a secretary? ____

... a job at a travel agency? ____

... a job as a programming analyst? ____

...

B.



SECRETARIA

EMPRESA LIDER EN EL PAIS
NECESITA SECRETARIA
QUE REUNA LOS SIGUIENTES REQUISITOS:

- Titulo de Secretaria obtenido en institucion educativa a nivel secundario.
- Edad comprendida entre los 22 y 30 años.
- Experiencia de dos años de preferencia en el area de Recursos Humanos.
- Presencia impecable.
- Aptitud para trabajar en equipo.

LA COMPAÑIA OFRECE:

- Sueldo de acuerdo a capacidad
- Beneficios de Ley y propios de la empresa.
- Factibilidad de desarrollo.
- La posibilidad de enrolarse en grupo empresarial de gran prestigio nacional.

Las personas interesadas deberan remitir su hoja de vida incluyendo fotografia reciente y documentacion de rigor a: SECRETARIA, CASILLA 120 B. QUITO, hasta el 12 de agosto de 1989.

A.

ANALISTAS PROGRAMADORES

REQUIERE CONTRATAR

Importante
Empresa Comercial

REQUISITOS ESPECIFICOS:

- EDAD: 25 - 30 años
- INSTRUCCION: Analista Programador
- EXPERIENCIA: 3 a 5 años en funciones afines

REQUISITOS GENERALES:

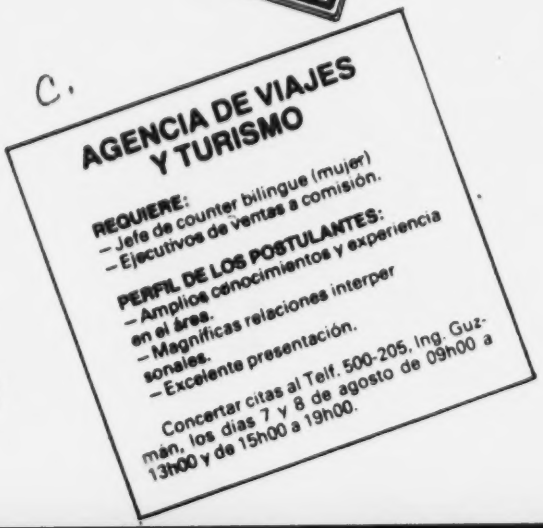
- CONOCIMIENTOS EN: Bases de datos PC'S, Sistema Operativo UNIX, Lenguajes y/ o herramientas 4ª Generación

A los profesionales interesados agradecere-mos enviar su hoja de vida - adjuntando foto reciente e indicando aspiración de sueldo - a: Departamento de Relaciones Industriales,

Cristóbal Vaca de Castro 508 y Machala,
Sector San Carlos
Quito

Garantizamos absoluta discreción en el proceso

C.



AGENCIA DE VIAJES
Y TURISMO

REQUIERE:
- Jefe de counter bilingue (mujer)
- Ejecutivos de ventas a comisión.

PERFIL DE LOS POSTULANTES:
- Amplios conocimientos y experiencia en el área.
- Magnificas relaciones interpersonales.
- Excelente presentación.

Concertar citas al Telf. 500-205, Ing. Guzmán, los dias 7 y 8 de agosto de 09h00 a 13h00 y de 15h00 a 19h00.

Appendix G

Previewing:

Practice Worksheets

in French and Spanish

Reading Worksheet
Reading French
Practice: Previewing

Here is an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify what the general topic of the text is.

- Work by yourself.

- On the flip side of this page are several ads featuring educational opportunities. Which ad would you read for greater detail if you were interested in...

  ... economy and social sciences? ____ ... mathematics? ___

  ... para-medical fields? ____ ... electronics? ___

- Share your results with other students. What clues did you use to identify the topics?

FORMATION PROFESSIONNELLE INTENSIVE

SECRÉTARIAT
COMPTABILITÉ
INFORMATIQUE
VENTE
HOTESSE
ÉLECTRONIQUE
DESSINATEUR
MAQUETTISTE SUR PAO

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Une formation pour un métier
Un métier pour un emploi

51, RUE VIVIENNE
75002 PARIS
(1) 42-33-79-79

1.

INSTITUT BONAPARTE

Enseignement Privé
50, bd de Ménilmontant 75020 PARIS 46.36.73.47

PREPARATION MEDICALE ET PARAMEDICALE

Bacheliers et non Bacheliers, préparez L'Examen de Niveau.
Les concours d'entrée en :
- Kinésithérapie
- Laborantin
- Manipulateur Electroradiologiste
- Pédicure
- Infirmier
- Ergothérapie
- Sage-femme

1ère Préparation Paramédicale en France

2.

3.

ISTH

INSTITUT PRIVÉ DES SCIENCES ET TECHNIQUES HUMAINES DEPUIS 1954

Les Passeports pour l'Enseignement Supérieur

- SCIENCES-PO 1re et 2e années • ENA
- HEC – ESSEC – ESCP – ESCAE 1re et 2e années
- DROIT – SCIENCES ÉCO – GESTION (DEUG)
- CFPA
- Expertise Comptable : BTS – DPECF – DECF - DESCF

Pour vous aider à réussir à :

SCIENCES-PO
- FORMATION DE TRANSITION VERS L'ENSEIGNEMENT SUPÉRIEUR
- MÉTHODOLOGIE DE LA DISSERTATION
- MISES À NIVEAU EN LANGUES VIVANTES
- OUVERTURES SUR LE MONDE CONTEMPORAIN (POLITIQUES ÉCONOMIQUES ET SOCIALES)

ENTRÉE EN AP
- ANNÉE COMPLÈTE OCTOBRE À JUIN
- SESSIONS SEMESTRIELLES, COURS DU SOIR

Nouveau programme
Toutes options assurées

Taux de réussite confirmés

TOLBIAC : 83, av. d'Italie 75013 Paris - Tél. : 45.85.59.35 +
AUTEUIL : 6, av. Léon-Heuzey 75016 Paris - Tél. : 42.24.10.72 +

×7

4.

MATH-SUP MATH-SPE

rentrée le 15 Septembre 88

GSH c'est aussi :
- PREPA VETO
- Enseignement secondaire
- 2 aux terminales C et D.
- Terminales C et D spéciales pour élèves se destinant aux études scientifiques sup.

gsh

COURS GEOFFROY SAINT-HILAIRE
24, rue Charcot 75013 Paris
(1) 45 85 58 94

Reading Worksheet
Reading French
Practice: Previewing

Below is a section from Le Monde, usually considered the best daily for news in French. Preview the items to identify the focus of this section.

Le Carnet du Monde

Naissances

– M. et Mme FOURT BEN SASSI,
Pauline et Camille
sont très heureux de faire part de la naissance de

Augustin,

le 21 juillet 1989.

1, rue de l'Ardèche,
44800 Saint-Herblain.

– Marine et Florian TROUILLER
sont heureux de faire part de la naissance de leur petit frère,

Jean-Baptiste,

né à Grenoble, le 21 juillet 1989.

De la part de
Philippe et Christine TROUILLER,
et de
Mme Jean TROUILLER,
M. et Mme Henri ARTRU.

Résidence Franche-Comté,
43000 Le Puy.
38500 Voiron.
38700 La Tronche.

Décès

– La famille Ajlani,
Son oncle Mounir,
Sa femme Jeanne,
Et ses enfants Rida, Ghada, Safouane, Haifa et Marouane,
ont la douleur de faire part du décès de

M. Nassib AJLANI,

survenu le 31 juillet 1989, à l'âge de soixante-quinze ans.

Il repose désormais au cimetière de Thiais (Paris).

– Saint-Denis. Longwy. Le Thoureil (Maine-et-Loire).

Mlle Françoise Durieux,
M. et Mme Jean-Paul Durieux,
Claire et Frédérique,
M. et Mme Paul Maudonnet,
M. et Mme Alain Foulonneau,
Bastien et Victor,
M. et Mme Bertrand du Bousquet,
Louis,
M. Paul Maudonnet,
Et toute la famille,

ont la douleur de faire part du décès de

Mme Louis DURIEUX,
née Odette Maury,
officier d'académie,

survenu le 1er août 1989, à Mont-Saint-Martin (Meurthe-et-Moselle), à l'âge de quatre-vingt-onze ans, munie des sacrements de l'Eglise.

Les obsèques auront lieu le vendredi 4 août, à 10 h 30, en l'église Saint-Dagobert, à Longwy-Haut.

L'inhumation se fera au cimetière de Saint-Cybranet (Dordogne).

Ni fleurs ni couronnes, des offrandes pour messes et recherche médicale.

22, avenue de la Gare.
54350 Mont-Saint-Martin.

– M. Robert Letulle,
M. et Mme Maurice Letulle
et leurs enfants,
Mlle Jacqueline Letulle,
M. et Mme Pierre-Antoine Joly
et leurs enfants,
ont la douleur de faire part du décès de

Mme Robert LETULLE,
née Gabrielle Meyne,

survenu à Saint-Briac-sur-Mer, le 26 juillet 1989.

Les obsèques ont eu lieu dans la plus stricte intimité.

La Salinette,
35800 Saint-Briac-sur-Mer.

– Mme Paul Solal,
son épouse,
Anita et Christian Fizet,
ses enfants,
Jérémie et Géraldine Fizet,
ses petits-enfants,
Mme André Pariente,
M. et Mme Jacques Nahon,
M. et Mme Roger Carcassonne,
Mme Maurice Solal,
ses sœurs, belle-sœur et beaux-frères,
Et leurs familles,
ont la douleur de faire part du décès de

M. Paul SOLAL,
croix de guerre 1939-1945,

survenu le 31 juillet 1989, à l'âge de soixante-dix-huit ans.

Les obsèques ont eu lieu le 2 août, dans l'intimité familiale.

Cet avis tient lieu de faire-part.

16, rue George-Sand,
75016 Paris.

– Le président,
Le conseil d'administration,
Et le personnel de la Société de banque et de crédit (SBC),
ont le regret de faire part du décès accidentel survenu au Maroc de leur directeur général,

M. Driss TAK TAK.

Puissent ceux qui l'ont connu avoir une pensée pour lui.

Le présent avis tient lieu de faire-part.

SBC,
26, avenue des Forces-Armées-Royales,
Casablanca,
Maroc.

Remerciements

– M. Robert Pigeaud,
Et sa famille,
M. Francis Carlin,
remercient très sincèrement toutes les personnes qui ont manifesté leur sympathie par leur présence, ainsi que par l'envoi de fleurs et de cartes, lors des obsèques de

François PIGEAUD.

Anniversaires

– En souvenir de

Claude-Pierre BLANCHE,

une messe sera célébrée à son intention, le 5 août 1989, à 18 h 30, en l'église de Valbonne (Alpes-Maritimes), pour le 1er anniversaire de son décès le 4 août 1988.

– Le 4 août 1979, disparaissait

François GAULT,
ancien élève
de l'Ecole normale supérieure,
professeur à l'université de Strasbourg.

Une pensée est demandée à ceux qui l'ont connu et aimé.

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Reading Worksheet
Reading French
Practice: Previewing

Here's an opportunity for you to use several of your reading strategies to preview the French below. Use your background knowledge, the pictures, and cognates to find a book you might like to read.

LASCAUX ET SON TEMPS
Véronique Ageorges et Henri de Saint-Blanquat

Dans la collection *Les jours de l'Histoire* voici racontée la civilisation magdalénienne qui s'est étendue dans l'Europe occidentale pendant six ou sept millénaires à la fin de la dernière glaciation, quelques quinze mille ans avant notre ère. Les Magdaléniens avaient hérité du feu et s'ils n'ont pas "inventé" l'agriculture, ils ont développé les techniques de chasse et perfectionné les outils rudimentaires. Ils nous ont surtout laissé les traces d'un admirable art rupestre et des objets à la décoration minutieuse. Lascaux, avec l'enchevêtrement des immenses taureaux, - longs de quatre à cinq mètres - et de la multitude des autres animaux, chevaux, bisons, cerfs - on en dénombre mille cinq cents -, demeure encore une des énigmes qu'éclaire cet ouvrage très bien documenté avec de nombreuses illustrations.

CASTERMAN, 78 F

CITOYEN LIBERTE
Pierre Forni, Jean-Claude Camano et Lucien Rollin

Que s'est-il passé à Ivry durant ces fameuses années révolutionnaires ? En 1789 après un hiver rigoureux, au Château on fête avec insouciance l'arrivée du printemps, tandis qu'au-delà des murs du parc, dans la campagne, les paysans rédigent fiévreusement leurs Cahiers de Doléances. Jean-Jacques Perrault, jeune journaliste acquis aux idées nouvelles est le témoin attentif de ces deux mondes. Vu du côté des petites gens de la commune, un itinéraire en bande dessinée à travers la Révolution Française.

CASTERMAN, 60 F

LE GUEPARD
Texte de Philippe Dupont et Valérie Tracqui

Dans la collection *Patte à patte* consacrée à la vie des animaux, voici *Le guépard*. Utilisé par l'homme depuis l'Antiquité pour l'aider à chasser, le guépard a disparu d'Asie et est devenu très rare en Afrique. Avec cent kilomètres à l'heure, c'est le champion du monde de vitesse de tous les mammifères. Comme la panthère, le jaguar, le serval et l'ocelot, il fait partie de la famille des félins tachetés dont les fourrures adaptées à une nécessité de camouflage pour mieux chasser, ont causé la perte, par leur valeur marchande. Bien illustré et documenté, cet ouvrage instructif répond bien aux enfants curieux de nature.

MILAN, 38 F

LA VIE DES BORDS DE MER
LE TEMPS DES DINOSAURES

Voici venu le temps des dinosaures. Oui je dis bien, venu, car personnellement je ne les ai jamais crus si vrais, tout droits sortis du livre, avec des carapaces immondes et merveilleuses et des yeux qui vous trouent la page. Cela se passe en un pays unique où les photos semblent être en volume, où il suffit d'un courant d'air et l'oiseau s'envole, la vague vous submerge, le coquillage vient rouler sous vos doigts. Cela se passe aux Jeux *de la découverte*. C'est une collection qui tient le pari des Encyclopédistes d'il y a deux siècles : apprendre au plus grand nombre un savoir menacé de se perdre en le fixant par l'image. L'art photographique s'allie à celui de la composition de la page, où les textes succincts et rigoureux viennent se glisser comme par magie. Les deux derniers titres parus sont *Le temps des dinosaures* et *La vie des bords de mer*. Pour rêver les yeux grands ouverts.

GALLIMARD, 85 F chaque volume
(prix de lancement jusqu'au 31 août 1989)

LE GRAND LIVRE DES DROITS DE L'ENFANT
Alain Serres.
Préface du Professeur Schwartzenberg.

Deux siècles après la Révolution qui proclama les Droits de l'Homme qu'en est-il des Droits de l'Enfant ? En douze dossiers et de nombreuses photographies en couleurs et illustrations, ce livre fait le point sur la question. Pourquoi ce livre ? Parce que plus de deux milliards d'êtres n'ont pas atteint l'âge adulte et qu'ils subissent le monde alors qu'ils le renouvellent. Parce que des millions ont la faim au ventre, connaissent la guerre, la misère et le malheur. Parce que l'injustice est trop facile envers les faibles. Parce qu'on doit leur transmettre le savoir. Parce que ça suffit de dire : "sois sage et tais-toi". Pour que chacun connaisse ces Droits afin de les faire respecter et d'en conquérir de nouveaux.

MESSIDOR, 120 F

D'OU VIENNENT LES PIERRES ? DES ANIMAUX DE BONNE COMPAGNIE

Deux nouveaux titres dans la collection *Découverte Benjamin*, la première encyclopédie de poche pour enfants. Après avoir présenté tout ce qu'il faut savoir du *Cheval* dans un précédent ouvrage, voici les *Animaux de compagnie* qu'il ne faut pas confondre avec les animaux domestiques. Sont de bonne compagnie, le chien et le chat bien sûr, mais aussi les petits rongeurs, oiseaux et reptiles. Puis après *Des Fleurs par milliers* déjà paru, voici *D'où viennent les pierres ?* Chacun des livres de cette collection est composé avec la collaboration de scientifiques et de conseillers pédagogiques.

GALLIMARD JEUNESSE, 32 F

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Reading Worksheet
Reading Spanish
Practice: Previewing

Here's an opportunity for you to practice previewing. Work in pairs.

Go through the ads below. Which ad would you respond to if you needed:

_____ treatment for accidental injury

_____ counseling

_____ acupuncture

_____ a physical

Be ready to talk about the clues you used to decide. Remember, make use of cognates and your background knowledge!

A.

Clínica de Medicina y Acupuntura

1712 Eye St., N.W. Suite 1606,
Washington, D.C. 20006.
(202) 659-6518

6319 Castle Place, Suite C
Falls Church, VA 22044
(703) 532-6841

Canh Q. Tran, M.D.
Medicina Interna

Especializado en Acupuntura en las Universidades de Medicina Tradicional de Beijing, Nanjing y Shanghai, en China.
Maestría en las técnicas más sofisticadas de Acupuntura
Tratamientos: *Dolores en general, insomnio, impotencia, indigestión, alergias, depresiones, hábito de fumar, rejuvenecimiento de la cara... usando solamente agujas desechables*

B.

DOCTOR H. BAHAR, M.D.

Diplomado por la American Board de Medicina Interna
MEDICINA GENERAL E INTERNA
Su médico personal

Bethesda Medical Bldg.
8218 Wisconsin Ave, 405
Bethesda, MD. 20814
(301) 654-1280

11500 Old Georgetown
Rd. Lower Level
Rockville, MD. 20852
(301) 468-1212

Citas: Lunes a Sabado. Servicio Telefonico de 24 hrs. (301) 251-8197

C.

ACCIDENTES DE CARRO
ACCIDENTE DE TRABAJO

Por molestias y dolencias producidas por accidente de carro o de trabajo llame al teléfono 429-8555 para cita y consulta

Doctor Carlos J. Fernández
Tratamiento de Dolor

D.

CROSSROADS PROFESSIONAL COUNSELING CENTER - P.C.

Psiquiatra familiar

- Ansiedad
- Crisis nerviosa
- Madicamentos
- Depresión
- Hospitalización
- Consejería
- Adicción

TERAPIA INDIVIDUAL GRUPO FAMILIAR

C M Prasad, M.D. PHD
611 South Carlin Spring Rd.
Suite 401
Arlington, Va. 22204

(703) 578-0907

Reading Worksheet
Reading Spanish:
Previewing

Here's an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify the general topic of the ad.

Below are 4 ads. Look them over briefly and decide which you would call if you needed:

_____ a lawyer _____ a palm-reader

_____ a photographer _____ a carpenter

Be prepared to share your clues with the class.

A.

FOTOGRAFIA Y VIDEO

Para recordar los mejores momentos
bodas, bautizos, cumpleaños, fiestas.
Fotos para inmigración y pasaporte
servicio a domicilio.

243-0091
Fax: 525-2903

B.

OFICINA DE LEYES

Edward W. Lentz

ABOGADO-PRACTICA
GENERAL

- Divorcios
- Inmigración
- Transacciones de Bienes Raíces
- Accidentes de tránsito

800 N. Taylor St.
Suite 201
Arlington, Va. 22203

(703) 243-3333

C.

SEÑORA MARIA

Consejera adivinadora espiritual

Le ayudará a resolver todos los problemas de la vida.
Ayuda en problemas de **AMOR, NEGOCIO Y ENFERMEDADES**, tiene dificultades en su hogar
quiere atraer a su ser querido. Consúlteme hoy mismo

Lee las cartas Tarot y la mano
Limpias espirituales

920-3415

3400 25th cruza con la Shrinlington, Arlington Va
Consultas solamente en español

D.

CONSTRUCCION EN GENERAL

- Remodelaciones
- Pintura
- Plaster
- Techos
- Plomería
- Electricidad
- Calefacción
- Carpintería en general

CONSULTA GRATIS

439-8155 **439-5813**

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Reading Worksheet
Reading Spanish:
Previewing

Below are 4 ads. Look them over briefly and decide to which category each one belongs.

_____ car ad _____ travel ad

_____ a doctor's ad _____ clothes ad

Be prepared to share your clues with the class.

A.

Especialistas Diplomados capacitados para atenderle como usted se merece

MEDICINA Y GASTROENTEROLOGIA

J. Benjamin Untiveros
Medicina, estómago, hígado, intestinos

Sofia Untiveros
Medicina - Sangre - Cáncer

Ahora en nuestras dos localidades para su conveniencia

9404 Old Georgetown Rd.
Bethesda, MD. 20814
(A 3 cuadras del Beltway, ruta 495)
Atendemos sábados en Bethesda,
sin previa cita de 9 - 1 p.m.)
530-7770

8903 Shady Grove Court
Gaithersburg, MD. 20877
330-4400

B.

VIAJES FIESTA
La Agencia de todos los Hispanos

VIAJE A EL SALVADOR
IDA Y VUELTA $550
IDA $302

(202) 737-6002
LLAMENOS -VISITENOS-
ABIERTO
LOS SABADOS

1522 K Street, N.W. #100
Washington, D.C. 20005

C.

MONICA THOMAS
(301) 770-6100

VOB **NISSAN**

UNICA OPORTUNIDAD

Si usted nunca ha tenido carro y tampoco ha tenido crédito ahora **NISSAN** le ofrece la oportunidad de poder tener su carro propio

LLAMA A MONICA THOMAS

Tambien ahora venta especial de carros nuevos de demostraciones solo por unica vez

D.

Saenz Brothers Inc.
Edgar Saenz

Diseños
Ternos y Trajes
a Medida
Remodelaje
Alteraciones
Zurcido Invisible
Atención Inmediata
Venta de Moda
para Damas y Caballeros
30 años de Experiencia
Alquiler y Venta de Tuxedos
Precios Bajos

5541 Nicholson Lane
Rockville MD 20852

Abiertos de Lunes a Sábado
10:00 a.m. a 8:00 p.m.

881-1590

Reading Worksheet
Reading Spanish:
Previewing

Here's an opportunity for you to practice your previewing skills. Remember, when you preview, you just want to identify what the general topic of the article is.

Below are the beginnings of 4 newspaper articles. Look them over briefly and decide which you would read in more detail if you were:

____ religious	____ buying a house
____ concerned about the environment	____ buying a diamond ring

Be prepared to share your clues with the class.

Un problema que se acumula

La excesiva acumulación de basura es uno de los problemas más difíciles que enfrenta la sociedad moderna. ¿Que se está haciendo al respecto?

Ver reportaje especial en las paginas centrales.

A.

30 % a 40% descuento
Diamantes

No hay una manera más elocuente de expresar sus sentimientos, que con diamantes. Un bello conjunto de 14 K.

B.

¿COMPRANDO CASA?

INGENIERO INSPECTOR

EXAMINARA ESTAS AREAS:

- CALEFACCION
- ESTRUCTURA
- ELECTRICIDAD
- PLOMERIA
- ENSERES
- TECHO
- DRENAJE
- ETC

• ESPECIFIQUE EN EL CONTRATO DE COMPRA QUE DESEA UNA INSPECCION DE CASA

ROGER M. VELEZ, P.E.
INGENIERO LICENCIADO
242-0055

C.

REFLEXIONES DOMINICALES

Por Mons. Alvaro Corrada, S.J.

Lecturas:

Exodo 17,3-7
Timoteo 5,1:2 5-8
San Juan 4,5-42

Dios vive con nosotros

Durante la Cuaresma debemos hacernos la pregunta que aparece en la lectura del Libro del Exodo. ¿Está el Señor en medio de nosotros, o no?

La respuesta de los Israelitas en el desierto es clara. No solamente Dios es, existe, sino que también vive con nosotros.

Pascua, y nuestra futura resurrección cuando Cristo vuelve a juzgar a vivos y muertos.

El sacramento del Bautismo, el agua del costado de Cristo que nos une a su resurrección, a Su cuerpo que es la Iglesia, nos asegura la fuerza vital, la gracia, el don necesario para tener y entrar a la vida eterna.

D.

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Appendix H

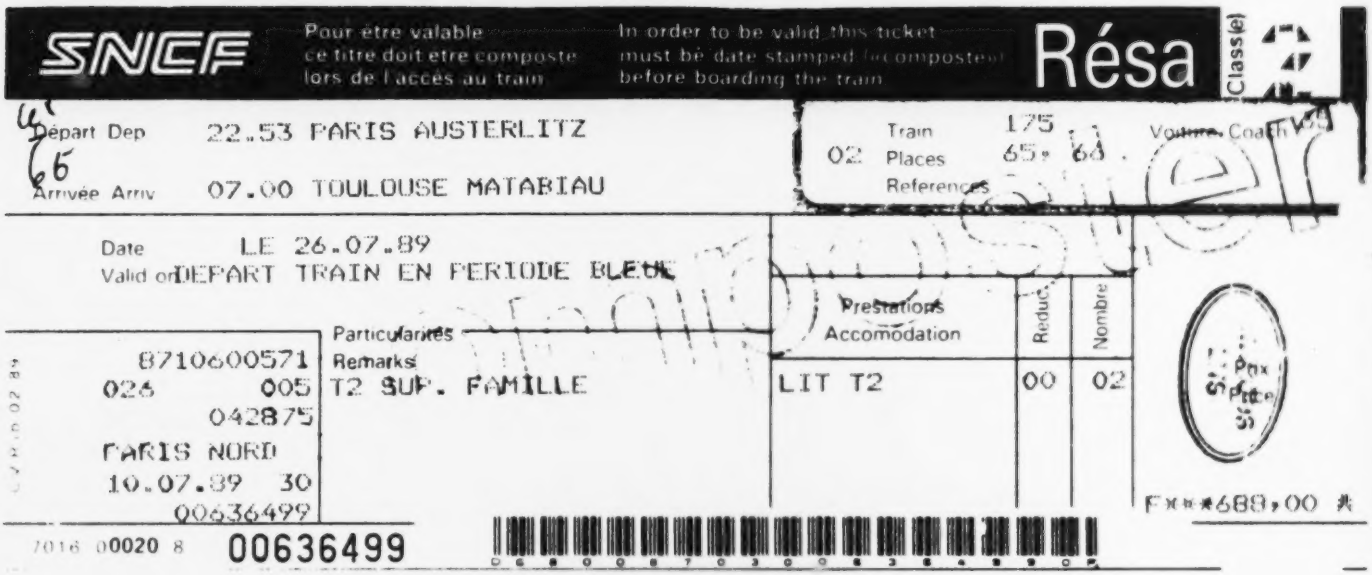
Reading Worksheet 12

in French and Spanish

Reading Worksheet 12
Reading French

You and your friend have purchased a train ticket from Paris to Toulouse. You need to find the following information from the ticket:

- Will you be travelling by day or by night?
- What time does the train leave?



SNCF

Pour être valable ce titre doit être composté lors de l'accès au train

In order to be valid this ticket must be date stamped (accomposteur) before boarding the train

Résa

Classe(e)

Départ Dep 22.53 PARIS AUSTERLITZ

Arrivée Arriv 07.00 TOULOUSE MATABIAU

Train 175

02 Places 65, 66

Voiture Coach

Date LE 26.07.89

Valid on DEPART TRAIN EN PERIODE BLEUE

Particularités Remarks	Prestations Accomodation	Réduc.	Nombre
T2 SUP. FAMILLE	LIT T2	00	02

8710600571
026 005
042875
PARIS NORD
10.07.89 30
00636499

Prix Place 35

F**688,00 *

7016 00020 8 00636499

Now scan the ticket for this information:

- When will you arrive?
- What is the train number?
- What are the numbers of your reserved seats?
- There are several train stations in Paris. Which one will you leave from?
- Before taking your places in the train, you must do something with the ticket. What and how will you do it?

Reading Worksheet 12
Reading Spanish:
Scanning

You want to put a classified ad in El Pregonero. Below is the form you'd use.

Scan the form to answer the following questions.

1. What's the minimum cost of a classified?
2. How many words do you get for that amount?
3. How much is each additional word?
4. Should you abbreviate words?
5. Besides your classified ad, what other information does the form request from you?

RECORTE Y ENVÍE ESTE CUPÓN DE CLASIFICADOS

TODO AVISO DEBE SER ACOMPAÑADO DE UN CHEQUE O GIRO POSTAL (Money Order).

El mínimo es $4.00 por 16 palabras por edición. Cada palabra adicional vale 25 centavos. Por favor escriba en imprenta, bien claro. No aceptamos abreviaturas.

_____

_____

_____

_____

_____

ENVIELO A:
EL PREGONERO
Departamento de Clasificados
Post Office Box 4464
Washington, D.C. 20017

Nombre _____

Dirección _____

Cuidad _____ Estado _____ Zona _____

Appendix I

Scanning:

Practice Worksheets

in French and Spanish

Reading Worksheets
Reading French
Practice: Scanning

Here's an opportunity for you to practice your scanning skills. You're going out to dinner with a friend who says he's tired of traditional foods and even of seafood.

Scan this page to find two or three exotic restaurants to suggest.

DES RESTAURANTS OUVERTS LE DIMANCHE

AKASH Tlj midi-soir 42.72.44.15
Spécialités indiennes et pakistanaises
9, rue Nicolas-Flamel (4e)

LES AMBASSADES midi soir
Spécialités Paellas - Carte
130, bd Malesherbes - 47.66.56.53

AMBASSADE D'AUVERGNE
22, r. du Grenier-St-Lazare
42.72.31.22 - Spéc. régionales

AU DERRICK CATALAN
346, rue Lecourbe (15e) - 45.58.48.75
Spéc. espagnoles - Paellada. F. lundi

AU QUAI D'ORSAY 47.05.69.09 45.51.58.58
49, quai d'Orsay (7e) Tlj jsq 23h
cuisine à l'ancienne - spécialités « La Méditerranée »

BALZAR 43.54.13.67
49, rue des Ecoles. Tlj jusqu'à 1h30
La Brasserie du Quartier Latin

LE BISTRO DE MARIUS
8, av. George V (8e). 40.70.11.76
Crustacés, poissons du jour
Banc d'huîtres tte l'année

CAFE TERMINUS 108, r. St-Lazare 42.94.22.22
Décor belle époque - tlj jusqu'à 23h
Menus à partir de 150 F

CHEZ FRANCIS 47.20.86.83 47.23.39.53
7, place de l'Alma. Huîtres toute l'année - Spécialités de poissons

CHEZ JENNY Pl. de la République 39, bd du Temple
42.74.76.75. Ses fameuses choucroutes
Ses huîtres tte l'année - tlj jsq 2h mat.

CHOPE D'ALSACE 4, carrefour Odéon
43.26.67.76 tlj. Mardi : Baeckenoff
Banc d'huîtres toute l'année

COCO D'ISLES 46.40.17.21. F. lun. Porte des Ternes
Calebasse d'or depuis 1986
Cuis. authentique de la Guadeloupe
31, rue Madeleine-Michelis, Neuilly

LA CRIEE Formule 69 F Menu 85 F
Huîtres - coquillages toute l'année - Tlj
31, bd Bonne-Nouvelle 2e. 42.33.32.99
15, rue Lagrange 5e. 43.54.23.57
54, bd du Montparnasse 15e. 42.22.01.81
29 bis, r. St-Didier 16e. 47.27.20.70
12, quai Michelet, Levallois-Perret. 47.58.77.35

LES DOGES 45.79.39.00 Tlj jsq. 23 h
96, rue Saint-Charles (15e)
Spec. italiennes - menu 69,50 F

DROUANT Place Gaillon (2e) Tél. 42.65.15.16
RESTAURANT ET CAFE DROUANT
Carte et menu - t.l.j. - voiturier

ECHAUDE SAINT-GERMAIN
21, r. de l'Echaudé - 43.54.79.02. O. tlj 12 à 2h mat. - Ses plats. Son accueil

ESCARGOT MONTORGUEIL
Déj. - Dîner - T.l.j. sf lundi. Terrasse.
38, rue Montorgueil (1er) - 42.36.83.51

GOLDENBERG JO 7, r. des Rosiers 48.87.20.16
Tous les jours jusqu'à 23h30
Jewish spécialités d'Europe centr., zakouskis

LE LANCE PIERRE 2, r. de Provence 42.46.61.01
Bistrot à vins, salades de saison et mâchons régionaux. Ouv. 365 j. par an jsq. 1h du mat.

MADININA 17 r. St-Denis 42.36.02.75
Spécialités antillaises
ouvert de 19h30 à 0h30

MAHARAJAH Spéc. indiennes 7 jours sur 7
Serv. non stop jusqu'à 23 h 30
ven. sam. jusqu'à 1 h
cadre luxueux - salle climatisée
72, bd St-Germain - 43.54.26.07

MEXICO CAFE 1 place de Mexico (16e) 47.27.96.98
Banc d'huîtres en hiver
Terrasse fleurie en été

LA MICRO BRASSERIE
42.96.55.31 106, r. Richelieu (2e)
et son restaurant Le Monseigneur
choucr. 55 F Form. 68 F carte 100 F

LES MINISTERES midi-soir 42.61.22.37
30, rue du Bac (7e) - Cuisine tradition.
Une étape gourmande dans un décor 1900

MODULE 108, bd Montparnasse 43.35.26.18
Tous les jours jusqu'à 4 h du matin
Fruits de mer - Grillades

MOULIN DE LA GALETTE
DA GRAZIANO. 83, r. Lepic 18e
46.06.84.77 Spéc. gastronomiques italiennes. Tlj jusqu'à 2h du matin

MUNICHE 27, rue de Buci 46.33.62.09. Tlj
CHOUCROUTE - SPECIALITES
de midi à 3 h du matin

NOS ANCETRES LES GAULOIS
Déj. dîner. 155F ttc, climatisé
39, r. St-Louis en l'Ile - 46.33.68.07

LE PAVE DE LA HALLE
BISTROT. RESTAU. A VIN. Midi et soir
330, r. de Vaugirard - 45.33.91.38

PETIT ZINC T.l.j. 46.33.51.86 25, rue de Buci
HUITRES - VINS DE PAYS
de midi à 3 h du matin

PITCHI POÏ 7, r. Caron, sur la pl. du Marché-Ste-Catherine
Cuisine polonaise, spécialités juives. Brunch
Vins de propriété. Vodkas. 42.77.46.15

RELAIS D'EGUISHEIM 47.00.44.10 tlj 2 h mat
6, place République. Terrasse
Poissons du marché. Fruits de mer

RUC UNIVERS Place du Théâtre-Français
42.60.31.57. Déj., dîner - Soup. jsq. 1h
Huîtres toute l'année

LA SPAGHETTERIA
141, av. Malakoff (16e) - 45.00.46.89
99 façons de déguster les spaghetti

Reading Worksheet
Reading French
Practice: Scanning

This is a brochure from the museum in Paris that houses a collection of Impressionist art. You'll be in Paris Sunday, Monday, and Tuesday. Your schedule is full, except for mornings until 11:00 a.m. Scan to answer the following questions:

1. When can you visit this museum?
2. Can you take a guided tour?

Musée d'Orsay petit guide

Informations générales

Musée d'Orsay
62, rue de Lille
75007 Paris
tél. 45 49 48 14

répondeur informations générales : 45 49 11 11

Entrée principale : 1, rue de Bellechasse.
Entrée des Grandes expositions du M'O : place Henry-de-Montherlant (sur le quai).
Entrée du restaurant après la fermeture du Musée : 62 bis, rue de Lille.

Transports

- **RER ligne C**
  Station Musée d'Orsay.
- **Bus : 84, 24, 68, 69 quai Anatole France**
  73, rue de Solférino.
  84, 83, 63, 94 boulevard Saint-Germain.
  68, 69, rue du Bac.
- **Métro Solférino : ligne 12.**
- **Taxis : rue de Solférino, quai Anatole France.**
- **Parcs de stationnement : Deligny, Montalembert, Concorde, Invalides.**

Heures d'ouverture

- **le mardi, mercredi, vendredi et samedi de 10 h 00 à 18 h 00**
- **le dimanche de 9 h 00 à 18 h 00**
- **le jeudi de 10 h 00 à 21 h 45.**
- **Entre le 20 juin et le 20 septembre, le Musée ouvre à 9 heures.**
- **Fermé le lundi.**

- **Attention :**
  la vente des billets se termine à 17 h 15 (le jeudi 21 h 00).
  La fermeture des salles débute à 17 h 30 (le jeudi 21 h 15).

Visites

Visites guidées du Musée
tous les jours à 11 h 00 et 13 h 00 et le jeudi à 19 h 00.
"Une œuvre à voir" :
présentation d'une œuvre tous les jours à 12 h 30.
Rendez-vous au comptoir d'accueil des groupes 15 minutes avant le départ.

IMPRIMERIE NATIONALE - VISUEL DESIGN

Septembre 1987

247

Reading Worksheet
Reading French
Practice: Scanning

You are traveling in France and you need to send a telegram home. Someone gives you this brochure.

Scan the text to see if it has useful information for you.

Mode d'emploi du

NOUVEAU TÉLÉGRAMME

Toutes les communications pour acceder par téléphone, par Minitel, par telex a ce service sont gratuites.

Par Minitel: Faites le 36 56
Par téléphone: Faites le 36 55
Par télex: Faites le 214 814
A partir de n'importe quelle cabine publique avec une Carte Télécom.
Par télécopie: Renseignez-vous au 36 55
Pour toute demande d'information, appelez le 36 55
Dictez (au téléphone) ou tapez (sur le clavier):
1. Vos propres coordonnées: nom, adresse, numéro de téléphone.
2. Le nom, l'adresse, le numéro de téléphone, du télex ou de télécopie du destinataire.
3. Le texte du télégramme.

Le prix vous est indiqué en fin de communication par Minitel ou télex...

A l'arrivée, le télégramme est transmis au destinataire par les moyens de télécommunications indiqués. En cas de non-réponse, l'appel est renouvelé et si cette nouvelle tentative s'avère infructueuse, le télégramme est remis par les moyens de la Poste.

Dans tous les cas, le destinataire reçoit une confirmation écrite immédiatement expédiée.

Vous pouvez demander une copie du télégramme au moment du dépôt ou dans le délai d'un an après son émission.

(Pas d'abonnement au service).

248

FRANCE TELECOM

Reading Worksheet
Reading French
Practice: Scanning

Traveling in Europe you pick up a magazine on a train and open to this page that you think are job offerings.

- What clues can make you think that these are job offerings?
- What country is it from?
- Do you think these jobs would be interesting to someone with a college education?
- Do you have questions on anything you see?

Be prepared to share your answers and clues with the class.

Pas encore arrivés ! Vaterlaus)

Cherchons

peintres en bâtiment

avec CFC et quelques années d'expérience.

Suisses ou permis C.

☎ (022) 732 11 89. 61319

Nous avons besoin pour différentes entreprises de

2 CHAUFFEURS PL expérimentés

Suisses ou permis C.
Appelez-nous sans tarder au (022) 732 18 39.

61150

RTSR

La RADIO SUISSE ROMANDE cherche pour COULEUR 3

un(e) secrétaire

qui sera chargé(e) du secrétariat de la chaîne :

contacts externes, téléphones, courrier, dactylographie de documents internes, tenue à jour de divers fichiers, diverses tâches de promotion.

Exigences :

- certificat de fin d'apprentissage, diplôme de l'Ecole de commerce ou titre équivalent
- esprit d'équipe et initiative, aisance dans les contacts, « débrouillardise »
- notions d'anglais et d'allemand
- préférence sera donnée à une personne jeune, ayant si possible un peu d'expérience et, surtout, de l'intérêt pour le programme de COULEUR 3 et son public.

Lieu de travail : Lausanne.

Date d'entrée : 1er septembre 1989 ou à convenir.

Délai d'inscription : 13 août 1989.

Les candidat(e)s de nationalité suisse intéressé(e)s par cette activité voudront bien adresser leur offre complète avec photographie, prétentions de salaire et mention au poste au :

Service du personnel
de la Radio Suisse Romande
avenue du Temple 40
1010 Lausanne

60881

Entreprise cherche

maçon

et

manœuvre

Suisses ou permis valable.
Entrée immédiate.
Téléphoner au (022) 21 70 30 de 8 à 12 h et de 13 à 17 h.

61438

Bureau d'ingénieurs à Nyon cherche un collaborateur

ingénieur civil EPF/ETS

pour le calcul des structures, études routières, surveillance de chantier, etc.

Des possibilités de formation et d'utilisation d'un équipement informatique important.

La possibilité d'être intéressé au bureau serait envisageable par la suite.

En cas d'intérêt, veuillez adresser vos offres avec curriculum vitae sous-chiffre [illegible], à Publicitas, 1002 Lausanne. 61497

PERROTTA — Cherche

2 monteurs en chauffage
2 monteurs en ventilation
2 installateurs sanitaire
2 ferblantiers

Bon salaire.
Permis valable.
ALL TEMPOFIXE S.A.
rue du Môle 36
☎ (022) 32 80 22

61149

SAISISSEZ VOTRE CHANCE !
Nous vous offrons des missions attractives et bien rémunérées.
Si vous êtes DESSINATEUR en chauffage, bâtiment...
Nous cherchons aussi un CHAUFFEUR-LIVREUR possédant un permis depuis au minimum deux ans.
Contacter Agnès MULLER.
PROFINTER S.A.
☎ 20 22 41
bd du Pont-d'Arve 28,
1205 Genève.

61703

CAROUGE, 95, route des Jeunes
Téléphone 022/42 67 30 Fax 022/42 67 33

cherche un

chauffeur-livreur

(véhicule léger).

Horaire : de 18 h 30 à 3 h 30 du matin,
5 jours par semaine (excepté vendredi et dimanche).

Travail de grande confiance, conviendrait aussi à patron-chauffeur.

Salaire en rapport.

Place libre de suite ou à convenir.

Pour tous renseignements : C. Duvernay, ☎ 42 67 30.

61302

BEST COPY AVAILABLE

Reading Worksheet
Reading French
Practice: Scanning

Here's an opportunity for you to practice scanning for specific information.

- Look at the items below. Preview quickly to get a general idea of what the items are.
- Now look more closely at the items and answer the following questions.

1. In each case, how was payment made?

   Item A. _____

   Item B. _____

   Item C. _____

2. Which one had change returned?

_____

AU BON MARCHE
RIVE GAUCHE
LE 13/07/89 A 15H42

00 1006 1 0244 7591006

NO VENDEUR: 053
38293 ROGER 1 53,00
9 NET 30,60 -

1 TOTAL 122,40

372035454431004
AMERICAN EXPRESS 122,40

1 TOTAL 122,40

MERCI ET A BIENTOT

AU BON MARCHE
RIVE GAUCHE
LE 13/07/89 A 15H58

00 1006 1 0257 7591006

NO VENDEUR: 053
38015 SENTEURS 2 12,00
38015 SENTEURS 40,00
38008 HOMMES 1 8,15
NET
38013 DENTIFRICES 1 16,00

1 TOTAL 76,15

0 ESPECES 100,00
MONNAIE RENDUE 23,85

1 TOTAL 76,15

MERCI ET A BIENTOT

AU BON MARCHE
RIVE GAUCHE
LE 13/07/89 A 16H01

00 1006 1 0258 7591006

NO VENDEUR: 053
38015 SENTEURS 1 6,00
38015 SENTEURS 1 3,50

1 TOTAL

0 ESPECES 9,50

1 TOTAL 9,50

MERCI ET A BIENTOT

BEST COPY AVAILABLE

Reading Worksheet
Reading French
Practice: Scanning

You're spending the month of July in Paris. You've been invited to a concert at l'orangerie de Sceaux. Your host doesn't care much for jazz and you don't enjoy classical music. Scan to determine which concert would be a good compromise.

92
CONSEIL GENERAL DES HAUTS-DE-SEINE

Sous le Haut Patronage de M. Charles PASQUA,
Président du Conseil Général des Hauts-de-Seine

Saison Musicale d'Eté de Sceaux
Musée de l'Ile de France

20e festival de l'orangerie de Sceaux

LE FESTIVAL

PROGRAMME

PROGRAMME

JUILLET

• samedi 22 - 17 h 30

Miguel-Angel Estrella, Una Ramos Narciso Omar Espinosa. Jose-Luis Castineira de Dios
Musiques d'Argentine

• dimanche 23 - 17 h 30

Martial Solal, Michel Portal Duo
piano, clarinette, saxophone
Jazz

• samedi 29 - 17 h 30

Quatuor Simon
Mozart : K. 421,
Beethoven : n° 11, Ravel

• dimanche 30 - 17 h 30

Harmonia Nova, direction Didier Bouture soliste Alain Marion, flûte
Mozart : div. K. 157,
concerto pour flûte K. 313
symphonie n° 29 K. 201
Debussy : Epigraphes antiques
Landowski : concerto pour flûte

AOÛT

• samedi 5 - 17 h 30

Quatuor Parisii
Mozart : K. 156,
Beethoven : n° 16, Debussy

• dimanche 6 - 17 h 30

Nadine et Leslie Wright
piano à quatre mains
Schubert : grande sonate opus 30,
fuga opus post. 152,
rondo opus 107
fantaisie opus 106,
variations opus 35

• samedi 12 - 17 h 30

Nell et Ivar Gotkovsky
violon et piano
Beethoven : sonates n° 1 opus 12,
n° 5 opus 24, n° 10 opus 96

• dimanche 13 - 17 h 30

Daniel Wayenberg, piano
Chopin : 3e scherzo, barcarolle,
fantaisie, nocturne en mi min.,
2e scherzo
Liszt : sonate

• mardi 15 - 17 h 30

Harmonia Nova, direction Didier Bouture, soliste Jacques Rouvier,
piano
Mozart : div. K. 157,
concerto pour piano K. 415
Landowski : Mouvement pour cordes
Tchaikowski : sérénade pour cordes

• samedi 19 - 17 h 30

Yvan Chiffoleau et Olivier Gardon
violoncelle et piano
Bach : sonate n° 3,
Beethoven : sonate n° 3,
Brahms : sonate n° 2

• dimanche 20 - 17 h 30

Solistes de Salzburg
Mozart : quintette K. 516
grande sestetto
concertante K. 364
Brahms : sextuor opus 36

• samedi 26 - 17 h 30

Tokio Akademiker Ensemble
Mozart : div. K. 136,
Mendelssohn : symphonie n° 9
Rossini : sonate n° 1,
Roussel : sinfonietta
Saint-Georges : symphonie concertante

• dimanche 27 - 17 h 30

Catherine Collard, piano
Haydn : sonates Hob $\frac{23}{2}$ et 24
Franck : prélude, choral et fugue
Schumann : Carnaval opus 9

252

I-13

Reading Worksheet
Reading French
Practice: Scanning

You are going to visit in Amiens for three days. You have a maximum of 75 francs per night for a hotel. Which ones could you choose? Is any information given which could help you to choose?

Amiens

OFFICE DE TOURISME
SYNDICAT D'INITIATIVE
Rue Jean Catelas
Tél. 22 91 79 28

Hôtellerie 89
Restauration

HOTELS

13	**GRAND HOTEL DE L'UNIVERS** ★★★ 2, rue de Noyon Tél. 22 91 52 51 - Télex 145 070	180 à 380
50	**LE POSTILLON** ★★★ 17, place au Feurre Tel. 22 91 86 57-22 91 46 17 (FAX) Telex POSTILLON 140 754	240 à 330
15	**LA PAIX** ★★ 8, rue de la République Tél. 22 91 39 21	120 à 200
17	**HOTEL LE NORMANDIE** ★★ 1 bis, rue Lamartine Tél. 22 91 74 99	120 à 280
99	**AMBASSADEUR** ★★ (Brasserie-Bar) 8, place Alphonse Fiquet Tél. 22 91 64 06	140 à 200
14	**LE SPATIAL** ★★ 15, rue Alexandre Fatton Tél. 22 91 53 23	95 à 150
67	**L'ALSACE LORRAINE** ★★ 18, rue de la Morlière Tél. 22 91 35 71	100 à 290
10	**LES TOURISTES** ★ (Restauration rapide) 22 bis, place Notre-Dame Tél. 22 91 33 45	70 à 110
85	**CENTRAL ANZAC** ★ 17, rue Alexandre Fatton Tél. 22 91 34 08	90 à 210
57	**PUYIS DE CHAVANNES** ★ 6, rue du Puys de Chavannes Tél. 22 91 82 96	90 à 170
18	**HOTEL BAR DE LA PREFECTURE** ★ 64, rue de la République Tél. 22 91 32 87	70 à 115
19	**LA RENAISSANCE** ★ 8 bis, rue Andre Tél. 22 91 70 23	70 à 100
38	**A LA VILLE DE MACON** ★ 3, bd des Fédérés Tél. 22 92 02 50	60 à 127
54	**HOTEL VICTOR HUGO** 2, rue de l'Oratoire Tél. 22 91 57 91	85 à 160

L'heure figurant dans la colonne des fermetures est l'heure limite clients pour le dîner.
Certains de ces Etablissements assurent la pension et la 1/2 pens
L'Office de Tourisme diffuse sur demande une liste des restaurant groupes.

Reading Worksheet
Reading Spanish:
Scanning

Look at the ad below briefly (**preview** it, in other words) and decide which of the following categories it belongs to:

sports?
music?
travel?
education?

Now **scan** the ad to answer the questions below. Remember, just look for the information you need to find. Don't try to understand every word.

1. Who are the two teams playing on Friday night?

2. Are they the same teams that are playing on Saturday?

3. Where does this take place?

4. How much do tickets cost?

5. If you only had Saturday free to attend, what time should you be there?

FUTBOL INTERNACIONAL
Copa navideña en Washington

Entre los equipos de: ALIANZA - AGUILA - WASHINGTON DIPLOMATS

Viernes 7:30 p.m.
Alianza vs. Washington Diplomats
Sábado 12:30
C. D. Aguila vs. Washington Diplomats
Domingo gran final entre:
Alianza vs. C. D. Aguila

Eastern High School
(A una cuadra del Estadio Robert F. Kennedy)
Entradas: **$12.00**
De venta en el Faro de la Columbia Rd. y en las taquillas del estadio

Reading Worksheet
Reading Spanish
Practice: Scanning

Here's an opportunity for you to practice scanning for specific information.

- Look at the ad below. Preview it quickly to get a general idea of what the ad is about.
- Now look more closely at the ad and answer the following questions.

1. You and your family only have 25 days of vacation. What countries does this offer let you visit?

   _____

2. How much will a ticket for your adult family members cost?

   _____

3. How much will a ticket for your baby brother cost?

   _____

4. Can you visit Inglaterra on this package? _____

5. What is the only day you can leave? _____

6. Where should you call for more information? _____

255

Reading Worksheet
Reading Spanish
Practice: Scanning

Here's an opportunity for you to practice scanning, using the table of contents of the woman's magazine Buenhogar, shown on the reverse side of this page.

Remember, when you scan, you look for the specific information you need. Scan for the answers to these questions:

1. Who is the director (or editor) of the magazine?

   _____

2. There are articles on two famous ladies. Who?

   _____

3. What novel does the magazine present this month?

   _____

4. If you wanted to read about being a mother after the age of 35, what page would you look on?

   _____

5. On what page would you find your horoscope? _____

6. Who is the magazine's art director? _____

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BUENHOGAR

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No. 22 / Oct. 22

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VICEPRESIDENTE
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CARLOS ESCALLON

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Reading Worksheet
Reading Spanish:
Scanning

First, **preview** the ads on the back side of this sheet and decide which you would read for more detail if you were interested in...

_____ a sale on towels?

_____ a restaurant serving Peruvian food?

_____ sending money to another city?

_____ taking a trip to South America?

Now **scan** the ads to answer these questions:

1. How many places in the USA can you send money to?
2. How much are the towels discounted?
3. When can you hear the music at the restaurant?
4. Can you eat "conejo" there?
5. How much is a ticket to Bogotá?
6. What hours is the agency open?

Be prepared to discuss the clues you used when **previewing** and when **scanning**.

VIAJES CARMEN
TRAVEL

•EL SALVADOR	520	•LIMA	449
•EL SALVADOR (IDA)	306	•LIMA (IDA)	320
•QUITO O GUAY.	495	•GUATEMALA	449
•CARACAS	299	•BOGOTA	690
•ASUNCION	699	•MANAGUA	599
•SANTIAGO	680	•LA PAZ	799
•BUENOS AIRES	699	•MONTEVIDEO	795

EUROPA Y EL CARIBE
Abierto lunes a sábado, de 9 a.m. a 8 p.m.
Precios especiales -

Entrega de Pasajes a domicilio sin costo adicional.

Tambien enviamos dólares a Centro y Sur América.
(Encomiendas a El Salvador, Perú y Ecuador)
1520 U ST. NW, Washington, DC

(202) 797-8753 • 797-8754

INKA'S
RESTAURANT & BAR

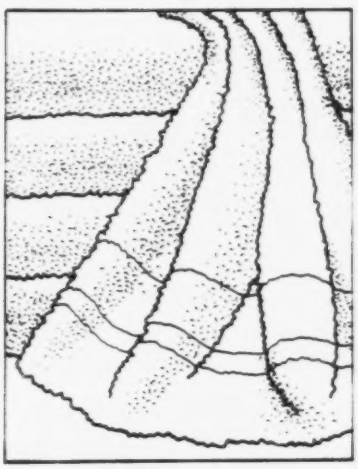
COCINA PERUANA E INTERNACIONAL
UNA FINA TRADICION

AMENIZADO CON
Peñas CRIOLLAS y MUSICA TROPICAL
LOS VIERNES SABADOS Y DOMINGOS

PRESENTANDO
SU NUEVO MENU
* Ceviche mixto y pescado
* Parrillada
* Lomo saltado
* Arroz con mariscos
* Trucha frita
* Fajas conejo
* Picante de lengua
* Guacamole Azteca
* Mexican mussels
* Enchiladas de queso y de pollo
* Pupusas
* Nachos Acapulco
* Empanadas de carne

ABIERTO DE DOMINGO A JUEVES
11 a.m. a 11 p.m.
VIERNES Y SABADO
11 a.m. a 2 a.m.
5171 Lee Highway
Arlington VA. 22207

☎ 536-6150
☎ 241-9537
VISITENOS Y NOTARA LA DIFERENCIA



20% a 35% descuento
Todas las toallas de baño

Escoga su color favorito entre nuestro surtido y ahorre en las toallas de baño, manos y más.

WESTERN UNION

LA FORMA MAS
FACIL Y SEGURA
PARA ENVIAR DINERO
RAPIDAMENTE

Mande dinero desde donde
Ud. esté a 11,000 sitios en U.S.A.

LA MANERA MAS RAPIDA

Reading Worksheet
Reading Spanish:
Scanning

Here's an opportunity for you to practice using your **background knowledge** before scanning a Spanish text for specific information.

On the back side of this sheet is a news item about an upcoming Guatemalan party. **Don't look yet!**

First make a list of the kinds of information you'd expect this article to give the reader. Work with a partner.

1.

2.

3.

4.

5.

6.

7.

8.

Now flip the sheet over and **scan** the article to see if the information you expected is there. Remember: Just look for the information you want to find. Don't try to understand every word.

Gran Fiesta Guatemalteca

El próximo sábado 24 de junio, a partir de las 8 de la noche, la Fraternidad Guatemalteca presentará a las candidatas aspirantes a representar a la colectividad guatemalteca, en el XIX Festival Latinoamericano. El acontecimiento social tendrá lugar en el Nigth Club Columbus, ubicado en el 5417 W Cedar Line, Bethesda,MD. Se servirán platillos típicos, como Tamales, Revolcado con Arroz, Tacos y Tostadas.La Fiesta estará animada por el Conjunto Los Profesionales. La entrada será de $15 y están invitados todos los Chapines y latinoaemericanos.

Reading Worksheet
Reading Spanish:
Scanning

This is an opportunity for you to practice **previewing** and **scanning**.

First, look briefly at the article on the right. What category does it belong to?

sports story?
music lessons?
computer class?
help wanted?

Second, **scan** the article to find the answers to these questions.

1. Who's offering the classes?

2. What subjects are offered?

3. The classes are on which day of the week?

4. What date do the classes start? What time do they meet? (Use the chart below to answer.)

lst session	2nd session

5. What number should you call for more information?

Clases gratis de computación

Con el objeto de ampliar las oportunidades de empleo de las minorías, la biblioteca Comunitaria de Kensington Park ubicada en el 4201 Knowles Ave. en el condado de Montgomery, está anunciando sus clases gratuitas de computadoras Lotus 1-2-3, Spreadsheet.

Las clases serán dictadas en inglés por voluntarios expertos, durante 4 miércoles consecutivos.

La primera sesión se dictará el 10, 17, 24 y 31 de enero de 1990 de 6:00 p.m. a 9:00 p.m. Las inscripciones para estos cursos se pueden hacer en persona o por teléfono el 18 de diciembre de 9:00 a.m. a 9:00 p.m. y el 19 de diciembre de 1:00 p.m. a 9:00 p.m.

La segunda sesión se dictará el 7, 14, 21 y 31 de marzo de 6:30 p.m. a 9:00 p.m. Las inscripciones serán el 27 de febrero de 9:00 a.m. a 9:00 p.m. y el 28 de febrero de 1:00 p.m. a 9:0 p.m.

Los interesados deben ser inscritos para participar en un sorteo. El 50 por ciento de las plazas serán otorgadas a personas pertenecientes a grupos minoritarios.

Para obtener más información en castellano se puede llamar a Marlene Weiss al teléfono 565-7342.

Appendix J

Reading Worksheet 15

in French and Spanish:

Predicting

Reading Worksheet 15
Reading French
Practice: Predicting

Here is an opportunity for you to practice your prediction skills. The article below gives the reader factual information about certain items.

- First, what items is the article giving information about?
- Second, use your background knowledge to make a list of the kind of information you'd expect to see in an article like this.
- Now go through the article to see if you find the information you predicted. Do you also find information you didn't predict?

TIREZ LA BONNE CARTE

Pratiques, de plus en plus indispensables, les cartes bancaires connaissent depuis quelques années un essor considérable. On dénombre aujourd'hui 12 millions de porteurs en France. Voici la grande famille des cartes bancaires.

Les cartes badges

Un bon point, elles sont gratuites. Mais leur utilisation reste des plus limitée. Elles n'autorisent des retraits que dans les guichets de la banque émettrice. (Express, Ecureuil, Cesar, Eclair, etc.)

La carte nationale

Depuis le printemps dernier, interbancarité oblige, son système a été revu et corrigé. Les deux grands réseaux, la Carte verte (Crédit agricole et Crédit mutuel) et la Carte bleue (B.N.P., Société générale...) se sont alliées pour créer la fameuse «CB», la Carte bancaire. Elle donne accès à l'ensemble des distributeurs automatiques et surtout permet le règlement de vos achats chez plus de 7 500 commerçants. Son prix : 75 francs si vous optez pour le paiement immédiat (signer, c'est payer) et 95 francs si vous préférez le débit différé (entre 4 et 5 semaines).

Les cartes de commerçants

Une forme déguisée de crédit. Emises par des établissements non bancaires (grands magasins, vente par correspondance...) elles sont le plus souvent gratuites. Objectif : fidéliser une clientèle (Fnac, Carrefour, Auchan, etc.).

Les cartes de prestige

Ces cartes «haut de gamme» cumulent différents services : le retrait d'espèces mais aussi la réservation dans les hôtels, la location de voitures. Elles vous font bénéficier d'assurances supplémentaires (en cas de décès ou d'accident). Elles coûtent cher (au moins 200 francs) et exigent un revenu annuel minimum (90 000 francs minimum). (Carte Premier, American Express, etc.)

QUE FAIRE EN CAS DE PERTE OU DE VOL ?

• Téléphoner à votre agence bancaire ou à l'un des deux numéros suivant : 42.77.11.90 ou 43.23.46.46 si vous êtes à Paris, (16) 54.42.12.12. si vous êtes en Province. Indiquez immédiatement le numéro de votre carte, l'heure et le jour auxquels vous constatez la disparition.

• Confirmer par écrit votre déclaration. Une simple lettre suffit. Souvenez-vous que le porteur est tenu pour responsable de la garde de sa carte. Il devra payer une franchise de 600 francs à sa banque si la déclaration de perte n'a pas été faite le jour même ou s'il a inscrit son code confidentiel au dos de sa carte.

(Suite page 36)

Reading Worksheet 15
Reading Spanish:
Predicting

Here's the title and drawing that accompany an article.

Regresa la Guerra contra los Fantasmas

Predict what the article is about.

My prediction: _____

Now skim the article (on the reverse side of this page) to see if your prediction was right. Was it?

___ Yes ___ No

CINE

Regresa la Guerra contra los Fantasmas

¡Zap, Con un sonido breve y aniquilador, las potentes armas de los heroes cazadores eliminan a los amenazantes de lo invisible. El drama continúa...las emociones alcanzan una cima aparentemente insuperable en la pelicula "Ghostbusters II".

El Dr. Peter Venkham (Bill Murray), Ray Stantz (Dan Aykroyd), Winston Zeddemore (Ernie Hudson), y Egon Spengler (Harold Ramis) reunen sus conocimientos para rescatar a un niño que misteriosamente empieza a desplazarse en su cochecito hacia el tráfico de las calles urbanas.

Los productores ejecutivos de ***"Ghostbusters II"*** son Bernie Brillstein, Joe Medjuck, y Michael C. Gross. Sheldon Kahn es al productor/editor asociado. El productor asociado es [illegible] con Michael grafia.

"Todos tuvimos que trabajar juntos por unos cuantos años.", recuerda Reitman, haciendo alusion a la familia de actores que colaboraron en la primera versión de "Ghostbusters". Continua diciendo, "...la idea de hacer una secuela parecia divertida". Segun Dan Aykroyd, el nuevo filme se basa en el comportamiento y los valores humanos mas que la primera pelicula. Esto ha incurrido gran acogida por parte del publico.

En el aspecto del escenario (la historia se despliega en la gran cosmopolis neoyorquina) para la pelicula, Bo Welch, director de este departamento, encontro un reto

De izq. a der. vemos a los principales actores de los Cazas Fantasmas al bebe Oscar, la actriz Sigourney Weaver, a los cazadores Bill Murray, Harold Ramis, Dan Aykroyd y Ernie Hudson. la pelicula se esta presentando en los cines del area.

tiempos pasados sirvieron como fondo para las armas ultramodernas de nuestros heroes [illegible]

bajo artistico la lleva también por los escenarios de Off Broadway [illegible]

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Appendix K

Reading Worksheet 16

in French and Spanish:

Predicting

Reading Worksheet 16
Reading French: Predicting

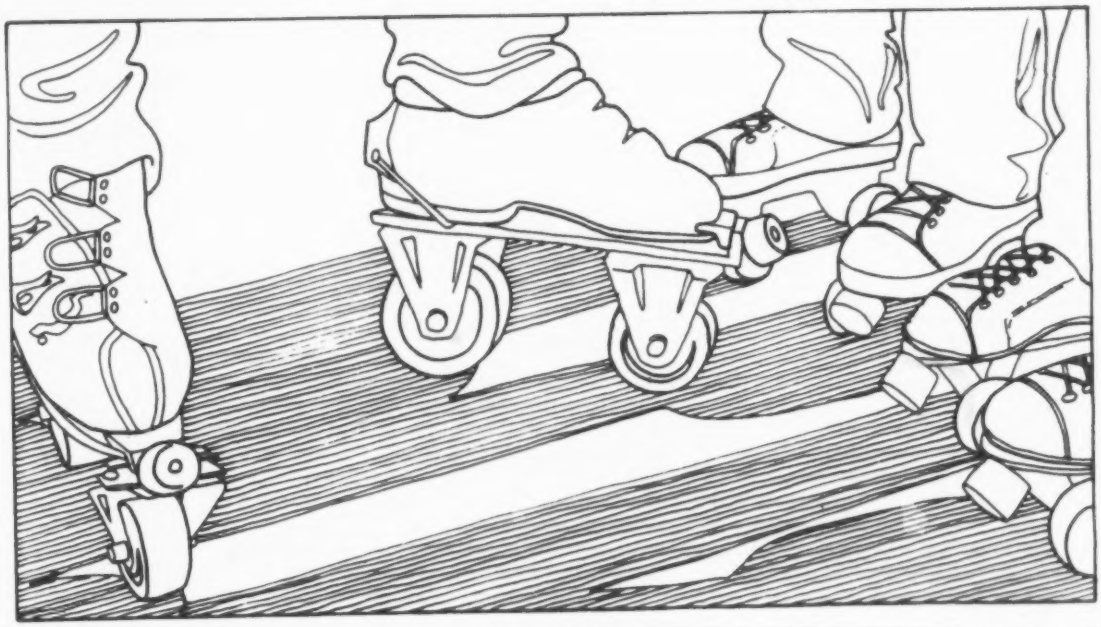
1. This is a news item from a daily newspaper. Use the title, the subtitle, and the photo to make a prediction about the text. Write your prediction below.

2. Share what you've written with a partner. Now that you've predicted what you think the text will be about, write THREE questions you expect to find answers to in the text.

   a. _____
   b. _____
   c. _____

BRETONS EN ROUTE POUR MOSCOU

En patins à roulettes !



3. Now flip the page over and read the text. Is your prediction correct? Scan for the answers to your questions.

BEST COPY AVAILABLE

Reading Worksheet 16
Predicting
(page 2)

RENNES (AP) — **Un an après la traversée des États Unis d'Est en Ouest (6000km) par un groupe de jeunes gens en patins à roulettes de Saint-Brieuc (Côtes-du-Nord), 18 sportifs de Rennes et de ses environs se sont lancés sur les 3000km séparant la capitale bretonne de Moscou.**

Pour gagner la capitale de l'Union soviétique, les patineurs ont choisi de passer par Paris, puis la Belgique, les Pays-Bas, le Danemark, la Suède, la Finlande.

Ce voyage, qui devrait durer 40 jours environ (avec une moyenne de 80km par jour), coûtera 270 000 FF. Collectivités locales et entreprises ont sponsorisé ce projet.

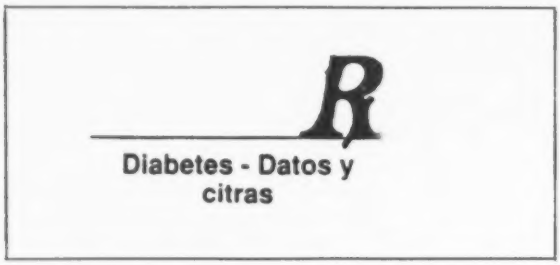
Le personnel d'accompagnement — étudiants ou représentants du monde du travail — qui précédera et suivra les patineurs aura pour charge l'intendance et l'organisation des escales quotidiennes.

Mais la plus grande difficulté a été l'obtention de toutes les autorisations pour traverser le territoire soviétique. Les responsables d'un mouvement de jeunes sportifs russes ont apporté leur aide. En échange, à la fin de l'été, les patineurs d'aujourd'hui feront partie du comité d'accueil et d'hébergement de jeunes soviétiques se préparant à une randonnée de cyclotourisme Moscou-la Bretagne.

Now scan for the answers to these questions.
(1) What is the means of transportation used?
(2) What city are they leaving from?
(3) What city are they going to?
(4) What's the distance to be covered?
(5) How long will the trip last?
(6) What countries are they going through?
(7) What was the greatest difficulty they had?

Reading Worksheet 16
Reading Spanish:
Predicting

1. This is an exercise in anticipating the contents of a passage from its title. Examine the title and write down 2 things you already know about the topic.



_____

_____

2. Share what you've written with the rest of the class. Now that you've built up some **background knowledge**, what do you expect the text to be about? Write down 3 questions you expect to find answers to in the text.

   a. _____

   b. _____

   c. _____

3. Now flip the page over and read the text. See if you find the answers to your questions.

Consejos de salud

Diabetes - Datos y citras

Muchas personas estarán contentas al conocer los progresos logrado contra la diabetes, una causa principal de muerte en EE.UU. que ocasiona 300,000 víctimas cada año.

Hay dos tipos de diabetes: La que no depende de insulina y la que depende de insulina. El primer tipo generalmente puede controlarse con dieta y ejercicio.

.....

Los que padecen del segundo tipo necesitan dosis regulares de insulina. Se ha desarrollado un nuevo tipo de insulina, llamada Humulina. Es una insulina humana natural producida mediante ADN recombinante.

Appendix L

Predicting:

Practice Worksheets

in French and Spanish

Reading Worksheet
Reading French
Practice: Predicting

This article is from Jours de France, a widely circulated weekly magazine. Using the photograph and the title, can you predict the profession of the four men in the photograph?

Your prediction: _____

Now flip the page and read the blurb introducing the article.

Ces commissaires et inspecteurs traquent le gang des chefs-d'œuvre volés

LA POLICE DE L'ART

Reading Worksheet
Reading French
Practice: Predicting

Here's the introductory blurb. Was your prediction about the men's profession correct?

**Chaque jour,
un trésor de
la peinture,
de la sculpture, de la porcelaine, du bronze et
du mobilier disparaît. Face à cette industrie internationale, les policiers travaillent d'une nouvelle façon. Leurs armes principales : les catalogues des ventes,
les revues spécialisées, la fréquentation des galeries et la circulation de renseignements de plus en plus précis.**

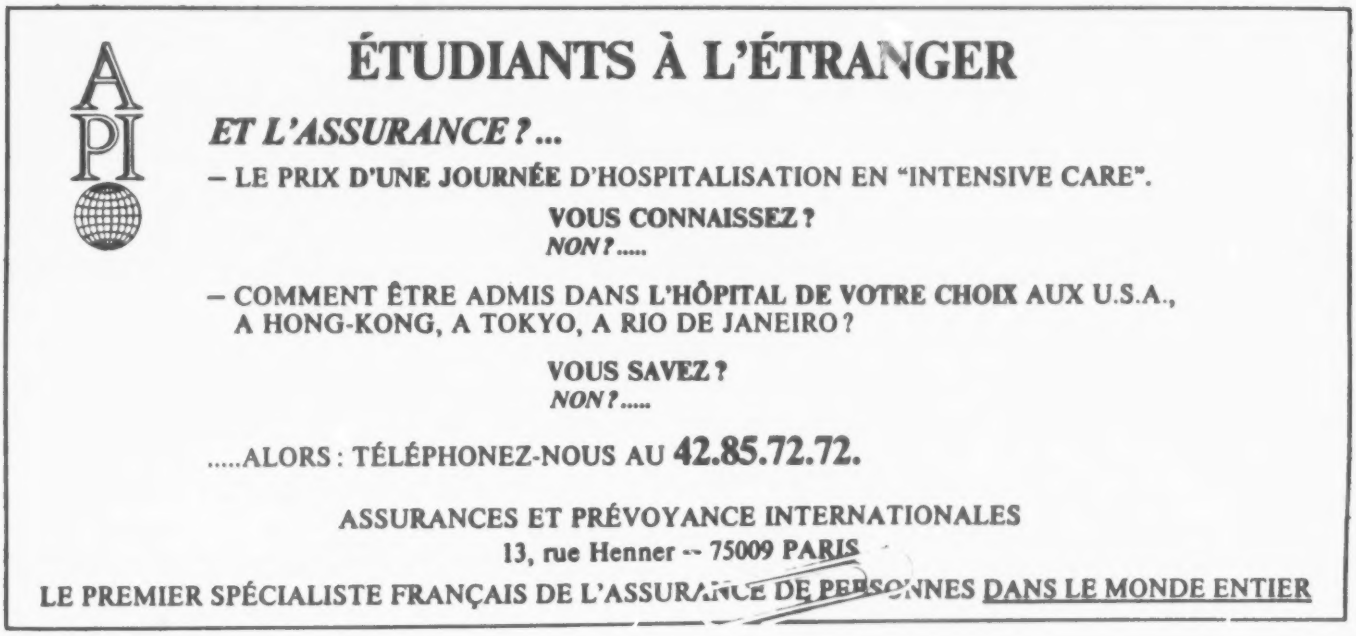
Based upon the information in the blurb, what do you think the full article will discuss?

Your prediction: _____

Reading Worksheet
Reading French
Practice: Predicting

Here is an opportunity for you to practice your predicting skills. In browsing through a monthly magazine about education, you spot this ad.

1. Make a list of all the cognates you see.
2. Based upon the cognates you've identified and your background knowledge, make a prediction about the following:
   - Who is the ad addressed to?
   - What is the service offered?
3. Be prepared to share your predictions with the class and to discuss the clues you used to make those predictions.


ÉTUDIANTS À L'ÉTRANGER
API
ET L'ASSURANCE ?...
– LE PRIX D'UNE JOURNÉE D'HOSPITALISATION EN "INTENSIVE CARE".
VOUS CONNAISSEZ ?
NON ?.....
– COMMENT ÊTRE ADMIS DANS L'HÔPITAL DE VOTRE CHOIX AUX U.S.A., A HONG-KONG, A TOKYO, A RIO DE JANEIRO ?
VOUS SAVEZ ?
NON ?.....
.....ALORS : TÉLÉPHONEZ-NOUS AU 42.85.72.72.
ASSURANCES ET PRÉVOYANCE INTERNATIONALES
13, rue Henner -- 75009 PARIS
LE PREMIER SPÉCIALISTE FRANÇAIS DE L'ASSURANCE DE PERSONNES DANS LE MONDE ENTIER

LE MONDE DE L'ÉDUCATION – SEPTEMBRE 1988

Reading Worksheet
Reading French
Practice: Predicting

Understanding the article below will be difficult if the words "blessés" and "balles" are cognates. Scan the article to find information which can help you to decide if these words are actually cognates or not. If not, what might they mean?

Use the following questions to help you scan the article for the information you need to decide.

(1) Who or what does the article concern?
(2) What happened?
(3) Where did it happen?
(4) Where are those concerned now?
(5) Why did it happen?

Could you answer all of these questions? If not, can you at least say in which paragraph the answer can be found?

FAITS DIVERS

Dans les Bouches-du-Rhône

Deux ouvriers marocains blessés par balles

Un ou plusieurs inconnus, circulant en voiture, ont ouvert le feu sur deux ouvriers saisonniers marocains, mercredi 2 août vers 20 h 30, à Châteaurenard (Bouches-du-Rhône), dans le quartier de La Crau.

M. Mohamedine Koucha, trente-huit ans, a été blessé de trois balles de 22 long rifle au menton, à la main et à l'aine. M. Gelali Houmani, quarante-quatre ans, a pour sa part été touché au bras droit. Les deux hommes ont été hospitalisés à Avignon. Leur état est jugé satisfaisant.

Un litige sur le prix d'une voiture d'occasion serait à l'origine de l'affaire.

Are they cognates? Yes ____ No ____

If not, what might they mean? Your prediction:

blessés _____

balles _____

Be prepared to discuss with the class the clues you used to understand the article.

Reading Worksheet
Reading Spanish:
Predicting

Here's a headline. Work with a partner. Use **cognates** and your **background knowledge** to get a rough idea of what the headline means.

CONDENAN A DOS MEXICANOS A 40 AÑOS EN PRISION

Predict 3 questions you'd expect to find answers to in this news story.

1. _____

2. _____

3. _____

The complete story is on the flip side of this sheet. Turn over and **scan** the story for the answers to your questions.

CONDENAN A DOS MEXICANOS A 40 AÑOS EN PRISION

Ciudad de Méjico. Dos narcotraficantes mejicanos fueron sentenciados el 11 de diciembre a cuarenta años en prisión cada uno por el asesinato del agente norteamericano antinarcóticos Enrique Camarena, dando así por terminado un caso que dificultó las relaciones entre ambos paises desde 1985.

"No existe ninguna posibilidad de que esas sentencias sean reducidas", dijo el Procurador General Enrique Alvarez del Castillo.

Rafael Caro Quintero, de 37 años de edad y Ernesto Rafael Fonseca Carrillo, de 56, fueron encontrados culpables de de la autoría intelectual del asesinato de Camarena, un agente de la DEA y de su piloto mexicano, Alfredo Zavla Avelar.

Un vocero de la Procuraduria General dijo que Caro Quintero y Fonseca Carrillo deberán servir 74 y 53 años, respectivamente y que no hay rebaja de condenas en casos relacionados con drogas, ni siquiera en un dia.

Don Hamilton, vocero de el director de Política de Control de Drogas, dijo en Washington que "es alentador ver a personas como Caro Quintero en prisión"

Reading Worksheet
Reading Spanish
Practice: Predicting

1. This is an exercise in anticipating the contents of a passage from its title. Examine the title below and write down what you already know about the topic.

¿CUAL ES SU PROBLEMA?

— Por Isabelle —

CALORIAS

2. Share what you've written with the rest of the class. Now that you've built up some background knowledge, what do you expect the text to be about? Write down THREE questions you expect to find answers to in the text.

   a. _____

   b. _____

   c. _____

3. Now flip the page over and read the text. See if you find the answers to your questions.

CALORIAS

"Leo mucho sobre dietas y calorías, pero, ¿cómo sé cuántas son las calorías que debo ingerir diariamente?

Eso depende del peso que usted tenga actualmente y de si desea mantenerlo, aumentarlo o disminuirlo.

Si quiere simplemente mantenerlo, multiplique su peso, si es en libras, por 15, y si es en kilos, por 30. El resultado será las calorías que debe consumir.

Si quiere perder ½ kilo (1 lb) a la semana, reste 500 calorías del anterior resultado.

Si desea engordar, añada algunas calorías, unas 750 aproximadamente.

Ejemplo	Kilogramos
Peso actual	60
Para mantenerse	x30
Calorías diarias	1.800
Para reducir	-500
Cals. diarias	1.300
Para aumentar	1.800 +750
Calorías diarias	2.550

Nunca ingiera menos de 1.000 calorías al día. Las grasas no deben llegar al 30% de su dieta.

Dirija sus preguntas sobre belleza a: VANIDADES Continental, 6355 N.W. 36 St., Virginia Gardens, FL. 33166. U.S.A.

Reading Worksheet
Reading Spanish
Practice: Predicting

This is an exercise in anticipating the contents of a questionnaire when you know its topic. On the flip side of this page is a questionnaire entitled, "¿Cómo come?" The questionnaire is intended to help you determine if your eating habits are healthy.

1. Work with a partner. Using your background knowledge of Spanish and what you know about healthy eating habits, write down at least 10 words in Spanish you think will be used in the questions.

2. Share your list with another pair. Check the words you have in common. Add any words you haven't listed that the other pair has.

3. Now flip over to the questionnaire and see if the words you predicted are there. Are there any words you didn't predict that you should have, now that you see the text?

¿cómo come?

Si desea saber si sus costumbres alimenticias son saludables, llene el siguiente cuestionario:

1. ¿Con qué frecuencia usted come una ensalada mixta, con más de 4 vegetales, crudos o verdes?

a. la mayoría de los días.
b. 4 ó 5 veces a la semana.
c. 1 ó 2 veces a la semana.
d. casi nunca o nunca.

2. ¿Con qué frecuencia come una fruta fresca?

a. una vez o más al día.
b. 3 ó 4 veces a la semana.
c. 3 ó 4 veces al mes.
d. casi nunca o nunca.

3. ¿Come carne roja o derivados (pasteles, embutidos, prensadas o *pâtés*)?

a. una vez al día lo menos.
b. 4 ó 5 días a la semana.
c. 1 ó 2 veces a la semana.
d. casi nunca o nunca.

4. ¿Con qué frecuencia come de 3 a 4 rebanadas de pan integral al día o un plato de legumbres (judías, lentejas...)?

a. 4 ó más veces a la semana.
b. 2 ó 3 veces a la semana.
c. 2 ó 3 veces al mes.
d. casi nunca o nunca.

5. ¿Con qué frecuencia come pescado?

a. pescado graso (salmón, trucha, macarela, atún...) 2 veces a la semana o más.
b. pescado grasoso y/o blanco y enlatado, 2 veces a la semana o más.
c. pescado con papas fritas, una vez a la semana o más.
d. casi nunca o nunca.

6. ¿Qué clase de desayuno hace?

a. ninguno; o café o té solamente.
b. cereal con leche y azúcar, o pan blanco con mermelada.
c. pan integral con margarina o mantequilla desgrasada.
d. cereal integral o avena cocida sin azúcar y con leche descremada.

7. ¿Cuántas piezas de torta, galleticas dulces o helados entran en su dieta?

a. más de 2 al día.
b. 1 al día.
c. 1 ó 2 a la semana.
d. casi ninguna.

8. ¿Con qué frecuencia come fritos o asados con grasa?

a. una vez o más al día.
b. casi todos los días.
c. 3 ó 4 veces a la semana.
d. una vez a la semana o menos.

RESPUESTAS

1. a o b) 1 punto: Bien hecho. Sería una maravilla que comiera vegetales verdes todos los días y varios crudos o pocos

Reading Worksheet
Reading Spanish:
Predicting

Look at the headline and drawing below. Using your **background knowledge**, what type of story usually accompanies headlines and drawings of this sort?

Work with a partner. **Predict** five pieces of information you usually find in this type of story. State these as questions.

1. _____
2. _____
3. _____
4. _____
5. _____

POLICIA SOLICITA AYUDA PARA CAPTURAR A LADRON

Here's the entire text. **Scan** the text for the answers to your questions.

POLICIA SOLICITA AYUDA PARA CAPTURAR A LADRON

El 10 de diciembre, alrededor de las 8:30 p.m. la Georges Spanish American Grocery , ubicada en el 3840 Mt. Vernon Avenue fue robada por un sujeto. El Departamento de Policia de Alexandria necesita su ayuda para poner al ladrón en la cárcel.

La cajera estaba a punto de comenzar a anotar la mercadería que el presunto cliente había puesto sobre el mostrador, cuando el sospechoso extrajo una pistola y solicitó todo el dinero en efectivo. Tan pronto recibió el dinero, se dió a la fuga.

El sospechoso es descrito como un hombre blanco de unos 25 años de edad de 5 pies y siete

pulgadas de estatura, de complexión median , cabello negro y ojos café. La última vez que fue visto vestia chaqueta negra y utilizaba anteojos del mismo color.

Dejó el área del robo en un automóvil Datsun 280Z. El ladrón no habló inglés durante el robo.

Si usted sabe algo acerca de este acto criminal, por favor llame a

Alexandria Crime Solvers al teléfono 838-4858.